



Putting  
Children  
First

# BOARD OF EDUCATION MEETING AND WORKSHOP

## Board of Education Members

Christina Pritchett, President (Trustee Area 3)  
Lisa Murawski, Vice President (Trustee Area 1)  
Darrel Woo, Second Vice President (Trustee Area 6)  
Leticia Garcia, (Trustee Area 2)  
Jamee Villa, (Trustee Area 4)  
Chinua Rhodes, (Trustee Area 5)  
Lavinia Grace Phillips, (Trustee Area 7)  
Jacqueline Zhang, Student Member

Thursday, September 2, 2021

4:00 p.m. Closed Session

6:00 p.m. Open Session

## Serna Center

Community Conference Rooms  
5735 47<sup>th</sup> Avenue  
Sacramento, CA 95824  
(See Notice to the Public Below)

# AGENDA

2021/22-6

Allotted Time

4:00 p.m. 1.0 OPEN SESSION / CALL TO ORDER / ROLL CALL

### NOTICE OF PUBLIC ATTENDANCE BY LIVESTREAM

Members of the public who wish to attend the meeting may do so by livestream at:  
<https://www.scusd.edu/post/watch-meeting-live>.

*No physical location of the meeting will be provided to the public.*

2.0 ANNOUNCEMENT AND PUBLIC COMMENT REGARDING ITEMS TO BE DISCUSSED IN CLOSED SESSION

### NOTICE OF PUBLIC COMMENT AND DEADLINE FOR SUBMISSION:

*Public comment may be (1) emailed to [publiccomment@scusd.edu](mailto:publiccomment@scusd.edu); (2) submitted in writing, identifying the matter number and the name of the public member at the URL <https://tinyurl.com/BoardMeetingSept2>; or (3) using the same URL, submitting a request for oral comment only when the matter is called, instead of written comment. Regardless of the method by which public comment is submitted, including a request for oral comment, the submission deadline for closed and open session items shall be no later than noon, September 2. Individual public comment shall be presented to the Board orally for no more than two minutes, or other time determined by the Board on each agenda item. Public comments submitted in writing will not be read aloud, but will be provided to the Board in advance of the meeting and posted on the District's website. The Board shall limit the total time for public comment presented on each agenda item, including communications and organizational reports, to 15 minutes in length. With Board consent, the President may increase or decrease the length of time allowed for public comment, depending on the agenda item and the number of public comments.*

### **3.0 CLOSED SESSION**

*While the Brown Act creates broad public access rights to the meetings of the Board of Education, it also recognizes the legitimate need to conduct some of its meetings outside of the public eye. Closed session meetings are specifically defined and limited in scope. They primarily involve personnel issues, pending litigation, labor negotiations, and real property matters.*

- 3.1 *Government Code 54956.9 - Conference with Legal Counsel:
  - a) *Significant exposure to litigation pursuant to subdivision (d)(2) of Government Code section 54956.9 (Two Potential Cases)*
  - b) *Existing litigation pursuant to subdivision (d)(1) of Government Code section 54956.9 (OAH Case No. 2021050802 and OAH Case No. 2021040766)**
  
- 3.2 *Government Code 54957.6 (a) and (b) Negotiations/Collective Bargaining SCTA SEIU, TCS, Teamsters, UPE, Non-Represented/Confidential Management (District Representative Pam Manwiller)*
  
- 3.3 *Government Code 54957 – Public Employee Discipline/Dismissal/Release/Reassignment*
  
- 3.4 *Government Code 54957 – Public Employee Appointment
  - a) *Instructional Assistant Superintendent*
  - b) *Principal, Caleb Greenwood Elementary School*
  - c) *Principal, George Washington Carver School of Arts & Science*
  - d) *Principal, H. W. Harkness Elementary School*
  - e) *Principal, Kit Carson International Academy, an I. B. World School**
  
- 3.5 *Government Code 54956.8—Conference with Real Property Negotiators: Property: Parcel B, Delta Shores Phase 2, Subdivision No. P20-024 Agency Negotiator: Superintendent or designee Negotiating Parties: SCUSD and Signature Homes Inc. Under Negotiation: Price and Terms*
  
- 3.6 *Government Code 54957 - Public Employee Performance Evaluation
  - a) *Superintendent**

6:00 p.m. **4.0 CALL BACK TO ORDER/PLEDGE OF ALLEGIANCE**

- 4.1 *The Pledge of Allegiance*
  
- 4.2 *Broadcast Statement*
  
- 4.3 *Stellar Student – Jonathan Perez, a 6th Grade student from Pacific Elementary School (and entering 7th Grade at Will C. Wood Middle School), to be introduced by Member Phillips.*

6:05 p.m. **5.0 ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION**

6:10 p.m.    **6.0    AGENDA ADOPTION**

6:15 p.m.    **7.0    PUBLIC COMMENT** *15 minutes*

*Public comment may be (1) emailed to [publiccomment@scusd.edu](mailto:publiccomment@scusd.edu); (2) submitted in writing, identifying the matter number and the name of the public member at the URL <https://tinyurl.com/BoardMeetingSept2>; or (3) using the same URL, submitting a request for oral comment only when the matter is called, instead of written comment. Regardless of the method by which public comment is submitted, including a request for oral comment, the submission deadline shall be no later than noon, September 2 for any agenda item. Individual public comment shall be presented to the Board orally for no more than two minutes or other time determined by the Board, on each agenda item. Public comments submitted in writing will not be read aloud, but will be provided to the Board in advance of the meeting and posted on the District's website. The Board shall limit the total time for public comment presented on each agenda item, including communications and organizational reports, to 15 minutes in length. With Board consent, the President may increase or decrease the length of time allowed for public comment, depending on the agenda item and the number of public comments.*

**8.0    SPECIAL PRESENTATION**

6:30 p.m.    8.1 Opening of Schools Update (Various Departments) **Information**  
*40 minute presentation  
30 minute discussion*

8.2 Resolution No. 3220: Recognition of September 2021 as Attendance Awareness Month (Jennifer Kretschman) **Action**  
*5 minute presentation  
5 minute discussion  
(Roll Call Vote)*

**9.0    BOARD WORKSHOP/STRATEGIC PLAN AND OTHER INITIATIVES**

7:50 p.m.    9.1 Early Literacy Support Block (ELSB) Grant Literacy Action Plans and Budget Expenditure Report (Jeannette Schroeder) **Action**  
*15 minute presentation  
10 minute discussion  
(Roll Call Vote)*

8:15 p.m.    9.2 Revised Board Policy 5145.31 (Transgender and Gender Non-Conforming Students) (Raoul Bozio) **Action**  
*10 minute presentation  
10 minute discussion  
(Roll Call Vote)*

**10.0    PUBLIC HEARING**

8:35 p.m.    10.1 Public Hearing: First Reading Board Policy 3580 (Records Retention) (Bob Lyons and Raoul Bozio) **First Reading**  
*5 minute presentation  
10 minute discussion*

8:50 p.m. **11.0 COMMUNICATIONS**

11.1 *Employee Organization Reports:*

- SCTA
- SEIU
- TCS
- Teamsters
- UPE

**Information**  
SCTA – 15 minutes  
SEIU – 3 minutes  
TCS – 3 minutes  
Teamsters – 3 minutes  
UPE – 3 minutes

9:17 p.m.

11.2 *District Advisory Committees:*

- Community Advisory Committee
- District English Learner Advisory Committee
- Local Control Accountability Plan/Parent Advisory Committee
- Student Advisory Council
- African American Advisory Board

**Information**  
3 minutes each

9:32 p.m.

11.3 *Superintendent’s Report (Jorge A. Aguilar)*

**Information**  
5 minutes

9:37 p.m.

11.4 *President’s Report (Christina Pritchett)*

**Information**  
5 minutes

9:42 p.m.

11.5 *Student Member Report (Jacqueline Zhang)*

**Information**  
5 minutes

9:47 p.m.

11.6 *Information Sharing By Board Members*

**Information**  
10 minutes

9:57 p.m.

**12.0 CONSENT AGENDA**

**Action**  
2 minutes  
**(Roll Call Vote)**

*Generally routine items are approved by one motion without discussion. The Superintendent or a Board member may request an item be pulled from the consent agenda and voted upon separately.*

12.1 *Items Subject or Not Subject to Closed Session:*

12.1a *Approve Grants, Entitlements and Other Income Agreements, Ratification of Other Agreements, Approval of Bid Awards, Approval of Declared Surplus Materials and Equipment, Change Notices and Notices of Completion (Rose F. Ramos)*

12.1b *Approve Personnel Transactions (Cancy McArn)*



- 12.1c *Approve Resolution No. 3219: Authorizing Delegation of Power to Contract to Include Adrian Vargas and Lisa Allen (Rose Ramos)*
- 12.1d *Approve Donations to the District for the Period of June 1 – July 31, 2021 (Rose Ramos)*
- 12.1e *Approve Business and Financial Report: Warrants, Checks and Electronic Transfers Issued for the Period of June 1 – July 31, 2021 (Rose Ramos)*
- 12.1f *Approve Resolution No. 3221: Resolution of Intention to Convey Utility Easement Entitlements to the Sacramento Municipal Utilities District for Transportation Services (Nathaniel Browning)*
- 12.1g *Approve Request to Add a New Council on Occupational Education Program Manufacturing Technician to CTE Programs at Charles A. Jones Career and Education Center (Christine Baeta)*

9:59 p.m.     **13.0 BUSINESS AND FINANCIAL INFORMATION/REPORTS**                     **Receive Information**

- 13.1 *Business and Financial Information:*
  - *Purchase Order for the Period of June 1, 2021, through July 31, 2021 (Rose Ramos)*

10:02 p.m.     **14.0 FUTURE BOARD MEETING DATES / LOCATIONS**

- ✓ *September 16, 2021 4:30 p.m. Closed Session, 6:00 p.m. Open Session, Serna Center, 5735 47<sup>th</sup> Avenue, Community Room, Regular Workshop Meeting*
- ✓ *October 7, 2021 4:30 p.m. Closed Session, 6:00 p.m. Open Session, Serna Center, 5735 47<sup>th</sup> Avenue, Community Room, Regular Workshop Meeting*

10:05 p.m.     **15.0 ADJOURNMENT**

*NOTE: The Sacramento City Unified School District encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Board of Education Office at (916) 643-9314 at least 48 hours before the scheduled Board of Education meeting so that we may make every reasonable effort to accommodate you. [Government Code § 54953.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. §12132)] Any public records distributed to the Board of Education less than 72 hours in advance of the meeting and relating to an open session item will be available on the District’s website at [www.scusd.edu](http://www.scusd.edu)*



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 8.1

**Meeting Date:** September 2, 2021

**Subject:** Opening of Schools Update

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference/Action
- Action
- Public Hearing

**Division:** Continuous Improvement and Accountability

**Recommendation:** N/A

**Background/Rationale:** The purpose of this board agenda item is provide an overview of the opening of school preparations across multiple functions including academics, health and safety, operations, food services and student engagement.

**Financial Considerations:** N/A

**LCAP Goal(s):** College, Career and Life Ready Graduates; Safe, Emotionally Healthy, Engaged Students; Family and Community Empowerment; Operational Excellence

**Documents Attached:**

N/A

<p><b>Estimated Time of Presentation:</b> 40 Minutes <b>Submitted by:</b> Vincent Harris, Chief of Continuous Improvement and Accountability <b>Approved by:</b> Jorge A. Aguilar, Superintendent</p>
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# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 8.2

**Meeting Date:** September 2, 2021

**Subject:** Resolution No. 3220: Recognition of September 2021 as Attendance Awareness Month

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference/Action
- Action
- Public Hearing

**Division:** Office of Attendance & Engagement

**Recommendation:** Approve Resolution No. 3220: Recognition of Attendance Awareness Month, September 2021

**Background/Rationale:** We want to emphasize the importance of good school attendance by recognizing September as Attendance Awareness Month. When students are not logged in to school, they are not learning what is being taught and missing out on live instruction. Also, they are not connecting with their peers or important adults in their life. Sacramento City Unified School District is asking for your support in meeting our goal of 98% average daily participation for all schools district-wide during the month of September. The campaign to end chronic absence continues all year long as we strive to keep students participating and engaged no matter what the learning environment looks like.

**Financial Considerations:** None

**LCAP Goal(s):** Safe, Emotionally Healthy and Engaged Students

**Documents Attached:**

1. Resolution number 3220

<p><b>Estimated Time of Presentation:</b> 5 minutes <b>Submitted by:</b> (Jennifer Kretschman, Director Multi-Tiered System of Supports) <b>Approved by:</b> Jorge A. Aguilar, Superintendent</p>
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**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION**

**RESOLUTION NO. 3220**

**RECOGNITION OF SEPTEMBER 2021 AS ATTENDANCE AWARENESS MONTH**

**WHEREAS**, Sacramento City Unified School District's Guiding Principle of Equity Access and Social Justice strives to ensure that all students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options;

**WHEREAS**, good attendance is essential to student achievement, graduation, and lifelong success, and we are committed to dedicating resources and attention to reducing chronic absenteeism rates, with a focus starting as early as transitional kindergarten;

**WHEREAS**, chronic absence – missing 10 percent or more of school for any reason including excused and unexcused absences is a proven predictor of academic struggles, dropout;

**WHEREAS**, chronic absence is now a required reporting metric under the federal Every Student Succeeds Act and an indicator on the California State Dashboard;

**WHEREAS**, improving attendance and reducing chronic absence, particularly among underserved student populations, takes commitment, collaboration and tailored approaches to particular challenges and strengths in each community;

**WHEREAS**, chronic absence predicts lower third-grade reading proficiency, course failure and eventual dropout; it weakens our communities and our local economy;

**WHEREAS**, the impact of chronic absence hits students in low-income communities, students of color, and other underserved student groups particularly hard if they do not have the resources to make up for lost time in the classroom and are more likely to face systemic barriers to getting to school, including, but not limited to unreliable transportation, lack of access to health care, and unstable or unaffordable housing;

**WHEREAS**, attendance gaps among groups of students often turn into achievement gaps that undermine student success.

**WHEREAS**, absenteeism also undermines efforts to improve struggling schools due to the difficulty of measuring improvement in classroom instruction if students are not in class to benefit;

**WHEREAS**, school and community partners can assist by reaching out to frequently absent students and their families to determine and address barriers that prevent them from attending school;

**WHEREAS**, health care providers can share the importance of school attendance with families and can offer proactive, preventive care to reduce absences;

**WHEREAS**, Sacramento City Unified School District will track, calculate and share data on the number of students chronically absent in order to identify attendance gaps and deliver appropriate interventions to the right students;

**WHEREAS**, all students – even those who show up regularly – are affected by chronic absence because teachers must spend valuable instructional time reviewing material with students who were absent; and

**WHEREAS**, chronic absence can be significantly reduced when schools, families and communities work together to monitor and promote good attendance and address hurdles that keep students from getting to school.

**NOW, THEREFORE, BE IT RESOLVED** that the Sacramento City Unified School District Board of Education does hereby proclaim that our school district will stand with the nation in recognizing September as “Attendance Awareness Month.” We hereby commit to focusing on reducing chronic absenteeism to give all students an equitable opportunity to learn, grow and thrive academically, emotional and socially.

Specifically, we shall:

1. Raise public awareness and concern about the toxic impact of chronic absence through care, our youth-led Be HERE! Attendance & Engagement Campaign;
2. Encourage broad community engagement and sustained civic action to help families get their students to school every day;
3. Partner with local organizations like WALKSacramento, California Afterschool Network (CAN) and City Year Sacramento to have school-based attendance incentives and programs throughout September to set the stage for a successful 2021-2022 school year;
4. Set a goal of 96% average daily attendance for the entire month of September 2021 for all of our schools;
5. Partner with the national leaders in chronic absence research, Attendance Works, to thoroughly assess district practices around attendance to create systemic change;
6. Work directly with school sites to engage staff, students and families in an ongoing effort to improve attendance;
7. Continue to use the MTSS framework to analyze our data to identify which students and schools in our district are most affected by chronic absence, as well as to determine common attendance challenges, specific to our urban community, that need to be addressed;
8. Provide research-based, best practice, early interventions to students who are at risk of becoming or are already considered chronically absent,
9. Publish chronic absenteeism data, along with average daily attendance, for the district as a whole as well as by grade, school and student group.

**PASSED AND ADOPTED** by the Sacramento City Unified School District Board of Education on this 2<sup>nd</sup> day of September 2021, by the following vote:

AYES: \_\_\_\_\_  
NOES: \_\_\_\_\_  
ABSTAIN: \_\_\_\_\_  
ABSENT: \_\_\_\_\_

ATTESTED TO:

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Jorge A. Aguilar  
Superintendent

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Christina Pritchett  
President of the Board of Education



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 9.1

**Meeting Date:** September 2, 2021

**Subject:** Early Literacy Support Block (ELSB) Grant Literacy Action Plans and Budget Expenditure Report

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference/Action
- Action
- Public Hearing

**Division:** Curriculum & Instruction: Academic Office

**Recommendation:** Approval of the four ELSB Literacy Action Plans submitted by A.M. Winn Waldorf-Inspired Elementary, Ethel I. Baker Elementary, John D. Sloat Elementary, and John H. Still Schools. Approval of the Four Site ELSB Budget Form.

**Background/Rationale:** The California Department of Education (CDE) Early Literacy Support Block (ELSB) Grant team has notified SCUSD of the conditional approval of the Literacy Action Plan (LAP) and Proposed Budget for A.M. Winn Waldorf-Inspired Elementary, Ethel I. Baker Elementary, John D. Sloat Elementary, and John H. Still. Stakeholders from each schools have already approved these Literacy Action Plans and ELSB Budget Forms. ELSB Grant outcomes include Advance literacy skills of students to ensure that every student will perform at grade level in reading by the end of the third grade.

**Financial Considerations:** See attached

**LCAP Goal(s):** College, Career and Life Ready Graduates; Safe, Emotionally Healthy and Engaged Students; Family and Community Empowerment; Operational Excellence

**Documents Attached:**

1. Executive Summary
2. AM Winn Waldorf-Inspired Literacy Action Plan
3. Ethel I. Baker Literacy Action Plan
4. John D. Sloat Literacy Action Plan
5. John H. Still Literacy Action Plan
6. SCUSD 4 Sites ELSB Budget Form

7. Sacramento City Unified ELSB Allocation Summary.pdf
8. ELSB Letter to Sacramento City LAP Conditional Pending Board Approval.pdf

<p><b>Estimated Time of Presentation:</b> 15 Minutes</p> <p><b>Submitted by:</b> Jeannette Schroeder, ELSB Grant Lead/ ELA Coordinator</p> <p><b>Approved by:</b> Jorge A. Aguilar, Superintendent</p>
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# Board of Education Executive Summary

## Curriculum & Instruction- Academic Office

Approval Early Literacy Support Block Grant (ELSB) Action Plans and 4  
School Budget Form  
September 2, 20021



### I. OVERVIEW / HISTORY

The Early Literacy Block (ELSB) Grant Program requires the California Department of Education (CDE) to award funds to local educational agencies (LEAs) with the 75 California schools that have the highest percentage of students in grade three scoring at the lowest achievement standard level on the State Summative English Language Arts (ELA) assessments. The four schools in Sacramento City that have been awarded this grant are AM Winn, Ethel I. Baker, John D. Sloat, and John H. Still, impacting 289 students, grades transition kindergarten through third grade. Expert leads in literacy, Sacramento County Office of Education (SCOE) and CORE's Pivot Learning have supported LEAs to achieve the goal to develop and implement literacy instruction and support programs, particularly focused on literacy in early grades TK/K-3, ultimately resulting in improved student outcomes.

### II. DRIVING GOVERNANCE

The California Department of Education (CDE) Early Literacy Support Block (ELSB) Grant team is pleased to notify SCUSD of the conditional approval of the Literacy Action Plan (LAP) and Proposed Budget for A.M. Winn Waldorf-Inspired, Ethel I. Baker Elementary, John D. Sloat Elementary, and John H. Still. Please refer to the following attachments for additional information:

1. Conditionally Approved LAPs – *requires local governing Board approval*
2. Conditionally Approved Budget Form – *requires local governing Board approval*
3. Conditional Approval Letter – *requires your follow-up confirmation and signature*

### III. BUDGET

SCUSD's allocation for the ELSB Grant totals \$3,093,976.00 for fiscal years 2021-2024.

### IV. GOALS, OBJECTIVES, AND MEASURES

#### ELSB Grant Outcomes:

- Advance literacy skills of students to ensure that every student will perform at grade level in reading by the end of the third grade
- Increase access to high-quality literacy teaching, including using researched based assessments to drive literacy supports
- Increase pupil supports, such as expanded learning programs, extend school day, expanded access to the school library
- Increase family and community support, such as literacy education training for families, mental health resources to support pupil learning, and trauma-informed practices and support for pupils and families.



## Board of Education Executive Summary

### Curriculum & Instruction- Academic Office

Approval Early Literacy Support Block Grant (ELSB) Action Plans and 4  
School Budget Form  
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#### Strategies Listed in ELSB Action Plans to Achieve Outcomes:

Strategies listed below are a few examples of how schools will use grant funds to meet the goals in their 3-year action plan.

- Purchase literacy curriculum resources, such as SIPPS, including professional development for staff on effective use of these materials.
- Use diagnostic assessment instruments, like DIBELS, to help assess pupil needs, including professional development on effective use of the assessment instruments.
- Evidence-based PL pertaining to the implementation of the English Language Arts/English Language Development Framework (ELA/ELD Framework)
- Hiring of literacy coaches/consultancy support from outside agencies such as SCOE to build teacher capacity in effective literacy teaching and learning
- Extending school day to enable implementation of tutoring in the classroom before/after school.
- Improve school climate, pupil connectedness, and attendance and to reduce exclusionary discipline practices, including in-school suspensions, that may limit a pupil's time in school using home visits.
- Implementation of a multi-tiered system of support and the response to intervention approach.
- Hiring librarians to expand literacy instruction.
- Develop literacy training and education for parents to help develop a supportive literacy environment in the home.

#### Annual Reporting:

Each LEA must provide an annual report to the CDE on the achievement towards the actions and goals described, and an assessment of progress made on the metrics identified in the literacy action plan. The annual report shall include a summary of activities that identifies both individual and collective contributions.

An annual report that describes eligible school site achievement towards the actions and goals described and an assessment of progress made on the metrics identified in the literacy action plan.

The annual report shall include a summary of activities that identifies both individual and collective contributions including, but not limited to, access to high-quality teaching, support for literacy learning, pupil supports, and family and community supports.

## Board of Education Executive Summary

### Curriculum & Instruction- Academic Office

Approval Early Literacy Support Block Grant (ELSB) Action Plans and 4  
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#### V. MAJOR INITIATIVES

Eligible sites were required to form a leadership team to execute tasks for phase one of the three-year grant. Leadership teams included teachers from various grade levels with TK-Third Grade, training specialists, site administrators, reading intervention teachers, and other support staff.

Expert leads, SCOE and Pivot/CORE provided expertise and high-quality professional learning to support leadership teams in:

- Accessing expertise and high-quality professional learning resources to gain familiarity with the research base related to early literacy success
- Professional learning focused on evidence-based reading instruction and assessment
- Experiencing a step-by-step process from current reality to plan approval by ELSB Grant Committee and California Department of Education
- Support with identifying the key data to use in the root cause analysis and needs assessment
- Structured opportunities to reflect on current literacy instruction, performing a literacy root cause analysis, completing a literacy needs assessment, and developed Literacy Action Plan
- Ongoing support and feedback aligned to rubric and Literacy Action Plan template
- Support with involving stakeholder groups to provide feedback throughout the process

#### VI. RESULTS

Upon notification of local board approval, the CDE will provide final approval and initiate the process to disseminate the Implementation Year 1 funding for planned activities in 2021–22.

#### VII. LESSONS LEARNED / NEXT STEPS

Key dates for this process include:

## Board of Education Executive Summary

### Curriculum & Instruction- Academic Office

Approval Early Literacy Support Block Grant (ELSB) Action Plans and 4  
School Budget Form  
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#### **Year 1 Planning Phase** *12/2020 - 6/2021*

- Grant Orientation
- Professional Learning Series and Technical Assistance
  - Evidence-based Reading Instruction and Assessment
  - Root Cause
  - Literacy Needs Assessment
  - Literacy Action Plan
- Plans Due to CDE/SCOE/5/30
- Literacy Action Plans approved by SCOE/Pivot/CORE, CDE, and LEA Board

#### **Year 2 Build a Strong Foundation** *7/2021-6/2022*

- Implement action plan goals for year 1
- Technical assistance for plan implementation
- CORE's Online Elementary Reading Academy (Cohort 1)
- CORE's Reading Fundamentals for Administrators
- CORE's Reading Leader Institute (Part 1)
- Coach Network
- Regional Professional Learning Networks
- Statewide Community of Practice
- Statewide Literacy Conference

#### **Year 3-4 Deepen the Implementation** *7/2022-6/2024*

- Sustain work from years 1 and 2 of the grant while implementing remainder of action plan goals
- Technical assistance for plan implementation
- CORE's Online Elementary Reading Academy (Cohort 2)
- CORE's Reading Leader Institute (Part 2)
- Coach Network
- Regional Professional Learning Networks
- Statewide Community of Practice
- Statewide Literacy Conference

**Board of Education Executive Summary**  
**Curriculum & Instruction- Academic Office**

Approval Early Literacy Support Block Grant (ELSB) Action Plans and 4  
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# Early Literacy Support Block Grant LITERACY ACTION PLAN TEMPLATE

Statute: <https://www.cde.ca.gov/pd/ps/elsbgrantsb98.asp>

## Goal of the Early Literacy Support Block Grant

The Goal of the Early Literacy Support Block Grant is to develop and implement literacy instruction and support programs, particularly focused on literacy in early grades (TK/K–3), ultimately resulting in improved student outcomes.

The ELSB *Literacy Action Plan Template* and *Rubric* are designed to work in tandem to support sites/LEAs in the development of a three-year literacy action plan to meet the goal of the grant. The *Literacy Action Plan Template and Rubric Overview* provides a snapshot of the process for developing the *Literacy Action Plan*. Use the *Rubric* for examples of evidence to include in the *Literacy Action Plan*.

**Section 1, the Planning Phase**, is required by statute and includes stakeholder engagement, root cause analysis, and a needs assessment.

**Section 2, Literacy Action Plan Components**, is also required by statute and includes the plan's goals and actions, metrics, and expenditures that are aligned to the categories in Section 3.

**Section 3, Categories 1-4**, includes allowable programs and services. Plans must include one or more of the four categories based on the needs assessment.

The Expert Lead in Literacy will provide a step-by-step process from planning phase to plan approval, with expert technical assistance and ongoing support and feedback. Refer to the [ELSB Grant Resources Padlet](#) for additional support and resources.

## **Literacy Action Plan Template and Rubric Overview**

### **OVERVIEW** *(Required)*

- Current Site/LEA ELA/ELD Instructional Plan

### **Section 1: PLANNING PHASE** *(Required)*

- 1.1 Stakeholder Engagement
- 1.2 Root Cause Analysis
- 1.3 Needs Assessment

### **Section 2: LITERACY ACTION PLAN COMPONENTS** *(Required)*

- 2.1 Goals and Actions
- 2.2 Metrics to Measure Progress
- 2.3 Expenditures Consistent with Categories 1–4 (see below)

### **Section 3: CATEGORIES 1–4** *(One or more of the following categories required. Must meet criteria OR provide rationale for not including in plan.)*

#### **Category 1: Access to High-Quality Literacy Teaching**

- 3.1a Support Personnel
- 3.1b Development of Strategies
- 3.1c Evidence-based Professional Development on Literacy Instruction, Achievement, and Use of Data
- 3.1d Professional Development on the Implementation of the English Language Arts/English Language Development (ELA/ELD) Framework

#### **Category 2: Support for Literacy Learning**

- 3.2a Literacy Curriculum and Instructional Materials
- 3.2b Diagnostic Assessment Instruments

#### **Category 3: Pupil Supports**

- 3.3a Expanded Learning Programs
- 3.3b Extended School Day

- 3.3c Culture and Climate
- 3.3d Research-Based Social-Emotional Learning (SEL)
- 3.3e Expanded Access to the School Library

**Category 4: Family and Community Supports**

- 3.4a Trauma-Informed Practices and Support
- 3.4b Mental Health Resources
- 3.4c Multi-Tiered Systems of Support (MTSS) and Response to Intervention
- 3.4d Literacy Training and Education for Parents
- 3.4e Parent and Community Engagement

## Early Literacy Support Block Grant LITERACY ACTION PLAN TEMPLATE

Statute: <https://www.cde.ca.gov/pd/ps/elsbgrantsb98.asp>

**LEA/District: Sacramento City Unified School District**

**LEA/District Contact/Project Director: Jeannette Shroeder**

**Site(s): AM Winn Waldorf**

**Site Administrator(s): Nisha Turturici**

Early Literacy Team Member	Role (Include title and/or grade level)
Taylor Cavin	SpEd Teacher (Grades 1-3)

Rhoda Cortez	Gen Ed Teacher (Grades 1-3)
Sarah Sullivan	Gen Ed Teacher (Grades 1-3)
Nisha Turturici	Principal

Add additional rows as needed.

## LITERACY ACTION PLAN TEMPLATE

OVERVIEW OF CURRENT SITE/LEA ELA/ELD INSTRUCTIONAL PLAN (Required) (Insert additional rows as needed.)			
Tier	Area/Skill	ELA/ELD Instructional Materials	Literacy Assessments
Tier 1: Core, Universal Supports	Foundational Skills	<p>AM Winn, in conjunction with its partner SCUSD public waldorf school, has adopted the following Waldorf Curriculum per 2019/20 School Board approval:  <a href="https://drive.google.com/drive/folders/1UBt18NHGy9pDCuGOJ0IIJafQgwukfNgn?usp=sharing">https://drive.google.com/drive/folders/1UBt18NHGy9pDCuGOJ0IIJafQgwukfNgn?usp=sharing</a></p> <p><u>Current Site/LEA ELA/ELD Instructional Plan:</u> At AM Winn, our district’s focus of “providing opportunities for everyone to learn, grow and reach their greatness” is a companion to the Waldorf objective of “...preparing children for meaningful lives in the broadest sense” (<i>Stanford Center for Opportunity Policy in Education/SCOPE</i>).            In all grades, thematic instruction (main lesson subjects) helps students focus on and connect various</p>	<p><u>Grade Level Assessments:</u></p> <ul style="list-style-type: none"> <li>- Basic Phonics Skills Test (BPST) III</li> <li>- San Diego Quick (1-3)</li> <li>- Listening Comprehension</li> <li>- Sitton High Frequency Word List</li> </ul>



		skills to a central theme. Listening, speaking, writing and reading are all developed in the course of a balanced main lesson. Fairy tales and nature stories are used to introduce the pictorial and phonetic qualities of letters. Reading is approached through writing. By third grade, language skills include reading, spelling, writing original compositions, grammar, punctuation and parts of speech.	
	Language Comprehension	Comprehension is assessed by retelling, drawing, sculpting, enacting and otherwise sharing the content of the reading. Students integrate advanced language in songs, puppet plays, role-play, and group recitation.	see link above
	English Language Development	In the lower classes, students develop oral language by memorizing and reciting poems and stories rich in new vocabulary. Shared reading occurs daily in kindergarten through second grade, while small group or independent reading occurs daily in grades 2-3.	See link above
Tier 2: Targeted, Supplemental Supports		Students who are not making adequate progress in the general education classroom with Tier 1 instruction are provided with additional, increasingly intensive instruction that is matched to their needs as determined by their levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings concurrently with the Tier 1 instruction in the general curriculum.	Currently there are no targeted supplemental assessments being used by staff.
		Frequently, Tier 2 supports are developed in collaboration with the principal, teacher, and student's parents in a Student Support Team towards academic progress. Tier 2 interventions may include referrals for special services for	

		mental health, trauma intervention, or even an in house speech and language development screening. A behavior support plan may also be used as a tool to help form new learning patterns.	
Tier 3: Intensive, Individualized Supports		A follow up SST meeting, held approximately 2 months later, which includes sharing successes at home and in the classroom and identifying outstanding areas of need. At this juncture, Student Support Team participants collaboratively decide if a further diagnosis of a student is needed with the support Special Education team.	An individualized learning plan and full assessment for the student will begin.

SECTION 1: PLANNING PHASE (Required)		
Criteria and Descriptors for Planning Phase	Narrative explanation of planning phase process and procedures	Name artifact(s) and include link(s) to evidence
<p><b>1.1 STAKEHOLDER ENGAGEMENT</b></p> <p>The local educational agency shall consult with stakeholders, including school staff, school leaders, parents, and community members, at each eligible school about the root cause analysis and needs assessment and proposed expenditures of the grant funds. The local educational agency may use an existing school site council established pursuant to Section 65000 of the Education Code for this purpose. If the school site council is used for this purpose, the school shall provide public notice of meetings and shall conduct meetings in the manner required by Section 35147 of the Education Code.</p>	<p>In order to gather stakeholder input, the early literacy team presented an overview of the grant needs to the faculty on 4/19/21. We achieved consensus on utilizing the BPST assessment to gather information about student progress in phonemic and phonics progress in grades k-3. In a follow up lower grades segment meeting, teachers reviewed assessment instructions and best implementation practices.</p> <p>Am Winn’s School Site Council agendas covered the early literacy team’s work, our Needs Assessment and our Problem Statement.</p> <p>Information about our draft plan was shared with the Guild (Waldorf-PTO) under the title “Principal’s Report.”</p>	<p><a href="#">AM Winn Staff Meeting Agendas</a></p> <p><a href="#">Winn Community Guild Meeting Notes</a>  <a href="https://drive.google.com/drive/folders/1QyuQVYX5eOaQ53AkH2g5LEVOXALNA5f-?usp=sharing">https://drive.google.com/drive/folders/1QyuQVYX5eOaQ53AkH2g5LEVOXALNA5f-?usp=sharing</a></p> <p><a href="#">School Site Council Notes</a></p>

## 1.2 ROOT CAUSE ANALYSIS

The root cause analysis and needs assessment shall examine both school-level and local educational agency-level practices or unmet needs, including those relating to school climate, social-emotional learning, and the experience of pupils who are below grade-level standard on the English language arts content standards adopted by the State Board of Education and their families, that have contributed to low pupil outcomes for pupils in grade 3 on the consortium summative assessment in English language arts.

The root cause analysis and needs assessment shall identify the strengths and weaknesses of both the eligible school and the local educational agency with regard to literacy instruction in kindergarten and grades 1 to 3, inclusive. The local educational agency shall review all relevant diagnostic measures, including, but not limited to, pupil performance data, data on effective and ineffective practices, and equity and performance gaps.

Literacy stakeholders individually identified and collaboratively shared problem statements. These were collected and gathered into a Driver (fishbone) diagram. Based on our review of qualitative and quantitative evidence, data was used to list multiple causes that may contribute to identified problems or issues.

Our [root cause analysis](#) found that despite having a collaborative culture among teachers sharing best practices in the advancement of literacy, there is a lack of explicit instruction and **response to intervention** (1) within the area of literacy in the grades, inconsistent foundational skills **assessments** (2), and less than desirable results reported in our **school culture and climate** (3) participation amongst our underserved populations.

Due to the lack of proactive, systematic intervention in our curriculum (i.e. **Response to Intervention**), students run the risk of falling behind in reading without an explicit multi-tiered intervention approach that would allow for the early identification and support of students with additional learning needs. Kindergarten through third grade students at A.M. Winn face the challenge of being prepared for the intermediate grades, specifically in English Language Arts, due to the large number of students within 3rd grade who are not on grade level, (36 students= 90%) according to the 2018-19 Smarter Balanced Assessment. Specifically, 93% of all 3rd grade students struggle with reading (SBAC).

AM Winn has not fully implemented a consistent, uniformed approach to **assessments**. Although teachers receive the same developmental Waldorf training to

[AM WINN faculty meeting dates](#)

[AM WINN ELSB fishbone with centrics](#)

[AM Winn Root Cause Analysis](#)

[May 2021 AM WINN Parent Survey Comments](#)

[Climate Survey Pie Chart Summary](#)

	<p>provide consistency between grade level partners, teachers still require the continuity of having a clearly defined scope and sequence and reporting system. During our Root Cause analysis, we reviewed the available literacy outcomes and found our reporting to be inconsistent. In order to achieve this goal of improved reading outcomes, we must develop instructional guidelines and clear recognition of our scope and sequence to support our overall Waldorf literacy program. Staff need further professional development alongside the support of a reading coach to build knowledge on how to integrate and utilize assessments within the Waldorf curriculum.</p> <p>According to our recent <b>School Climate</b> Survey, 2% of returned surveys marked that AM WInn does not offer children a high quality instructional program. Among the returned surveys, only half represented our underserved populations. Although our Student Climate results showed positive connections between students and staff, students do not feel effective with their learning. Addressing this is part of a school-wide effort to support a positive school environment and build academic confidence amongst our students. School-wide professional development is needed to create a systematic approach to trauma-informed instruction, which will allow students to build literacy skills, competency and confidence in our kindergarten through third grade classrooms.</p>	
<p><b>1.3 NEEDS ASSESSMENT</b> The root cause analysis and needs</p>	<p>In order to identify clear strategies for addressing the problem of too few students reading fluently and with comprehension</p>	<p>Links: Needs Assessment:</p>

assessment shall examine both school-level and local educational agency-level practices or unmet needs, including those relating to school climate, social-emotional learning, and the experience of pupils who are below grade-level standard on the English language arts content standards adopted by the State Board of Education and their families, that have contributed to low pupil outcomes for pupils in grade 3 on the consortium summative assessment in English language arts.

The root cause analysis and needs assessment shall identify the strengths and weaknesses of both the eligible school and the local educational agency with regard to literacy instruction in kindergarten and grades 1 to 3, inclusive. The local educational agency shall review all relevant diagnostic measures, including, but not limited to, pupil performance data, data on effective and ineffective practices, and equity and performance gaps.

by the end of their grade, we performed a [needs assessment](#) (see [SMARTe Goals Template](#)).

[SMARTe goal #1](#): aims to implement a, **Response to Intervention**, a proactive approach to measuring students' literacy skills. Currently, our class teachers are teaching reading & writing using a Waldorf approach, based on the age of the children. SIPPS can be the decoding module, embedded in our current Waldorf teaching methods. In order to achieve this goal of improved reading outcomes, we will embed the SIPPS program, a systematic decoding program that helps developing and struggling readers, into our district adopted Waldorf curriculum. Kindergarten and all [looping](#) grades teachers can provide instruction based on student needs from kindergartners through fourth-graders and as an intervention program in grades 1-8. Teacher training is imperative because we cannot rely on external support to be funded every single year. In order for our teachers to be successful teaching SIPPS, training and mentoring of class teachers will be a priority.

[SMARTe goal #2](#): addresses the need for valid, predictive, and reliable data. In order to support this goal, we will be acquiring a .5 time EL/ELD training specialist to assist in administering **assessments and analyzing data**. We will be using minimum days for administering and analyzing data and incorporating staff training at the beginning of the year. We will be implementing the PASS, BPST III, San Diego Quick and DIBELS assessments triannually, inputting the data in shared Google Gradebooks and analyzing the data throughout the year.

- PASS (kindergarten)
- BPST (1-3)
- San Diego Quick (1+)
- DIBELS Word Reading Fluency (1-3)
- DIBELS Oral Reading Fluency (1-3)

We will continue to administer Smarter Balanced assessments yearly in grades 3+ and analyze student performance through the years.

[Smarte Goals Template](#)

[English Language Learner Proficiency](#)

[Waldorf assessment data in grades 1-3](#)

[SBAC assessment data in grade 3](#)

SMARTe goal #3 In an effort to further strengthen AM Winn’s **school culture and climate**, we must widen the breadth and depth of professional development in the areas of trauma informed practices, equity and collaborative PDSA cycles through ongoing staff development. One strength at AM Winn is our ongoing collaborative working environment with staff that have a growth mindset. Therefore, the emphasis on strengthening that environment and training staff on how to reach our most vulnerable youth will help to develop school culture for long-term literacy success.

**SECTION 2: LITERACY ACTION PLAN COMPONENTS (Required)**

<b>2.1 Literacy Goal</b> <b>“Big Picture”</b> Focus of improvement centered on TK/K–3 literacy instruction <ul style="list-style-type: none"> <li>• Site/LEA practices or issues</li> <li>• Evidence-based rigorous goal</li> </ul>	<b>2.1 Rationale</b> <b>“Why you chose the goal”</b> Connect to stakeholder engagement, root cause analysis, and needs assessment evident in identified goals.	<b>2.1 Evidence</b> <b>“Artifacts that back up the rationale and support why you chose the goal”</b> Include links to supporting evidence.	<b>2.1 Action Item(s)</b> <b>“Specific, timebound actions that describe how the literacy instructional program will be improved”</b> <ul style="list-style-type: none"> <li>• Align action items to the goal</li> <li>• Design to impact literacy outcomes</li> <li>• Write as SMART goal</li> </ul>	<b>2.2 Metrics</b> <b>“How you will measure progress on actions (implementation) and/or growth (student data) and how often”</b> Articulate plan that includes: <ul style="list-style-type: none"> <li>• Tool/Metric</li> <li>• Intervals</li> <li>• Monitoring and adjusting</li> </ul>
<b>Example:</b> <i>Provide explicit, systematic phonics instruction</i>	<i>Root cause analysis and needs assessment revealed incoherent delivery of phonics instruction, materials used, and low student performance across the grades.</i>	<i>Screening data shows low student performance.</i>  <i>[Insert Link] Link to needs assessment and root cause analysis provided</i>	<ul style="list-style-type: none"> <li>• <i>By August 2021 (Year 2), purchase SIPPS for year 2 implementation By October 2021, initial training for all K–3 and support staff, and provide monthly follow up sessions</i></li> <li>• <i>By the first month of school, groups formed based on placement data</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>PD Plan</i></li> <li>• <i>Invoices</i></li> <li>• <i>Placement assessment data</i></li> <li>• <i>SIPPS Mastery test data</i></li> <li>• <i>Classroom implementation observation data</i></li> </ul>
<b>Example:</b>	<b>Example:</b>	<b>Example:</b> <i>Screening data revealed low student</i>	<b>Example:</b> <ul style="list-style-type: none"> <li>• <i>By August 2022 (Year 3),</i></li> </ul>	<b>Example:</b> <ul style="list-style-type: none"> <li>• <i>PD Plan</i></li> </ul>

<p>Provide explicit, academic vocabulary instruction.</p>	<p>Root cause analysis and needs assessment revealed inconsistent delivery of academic vocabulary instruction.</p>	<p>scores in vocabulary across K–3.</p> <p>[Insert Link] Link to needs assessment and root cause analysis</p>	<p>purchase Academic Vocabulary Toolkit</p> <ul style="list-style-type: none"> <li>● By October 2022, initial training for all K–3 teachers and support staff, with monthly follow-up sessions</li> </ul>	<ul style="list-style-type: none"> <li>● Invoices</li> <li>● iReady diagnostic data</li> <li>● Curriculum-embedded formative assessment data (core curriculum and Academic Vocabulary Toolkit)</li> <li>● ELPAC data</li> </ul>
<p>1. We will develop and implement AM Winn’s <b>Response to Intervention</b> proactive approach to measure student literacy skills and immediately address gaps in foundational literacy in the primary grades.</p>	<p>Our <a href="#">Root Cause Analysis</a> revealed a lack in the consistency of systematic <b>phonics instruction</b>, particularly in the area of assessment, across grades k-3. We realize that in order to improve students’ reading ability when they are reading below grade level, teachers must provide <b>interventions</b> that work effectively to close the achievement gap. The Systematic Instruction in Phonological awareness Phonics, and Sight words (<b>SIPPS</b>) program focuses on the word recognition strategies and skills necessary for developing comprehension strategies.</p>	<p><a href="#">Screening data</a> revealed low student performance in recognition of letter sounds, specific phonics patterns, and the blending of single syllable and polysyllabic words out of context.</p> <p>Please see our <a href="#">Root Cause Analysis</a> for further discussion of low overall literacy outcomes amongst our lower grade students.</p>	<p><u>Overarching SMARTe Goal:</u> We will improve in <b>Response to Intervention</b> practices (RTI) in the area of student literacy by utilizing data from adopted Waldorf assessments (PASS, BPST, SDQuick, Dibels) as well as SIPPS Mastery test data to identify current levels of student achievement in order to differentiate instruction for accelerated learning by the end of each academic year.</p> <ul style="list-style-type: none"> <li>● Due to Waldorf <b>looping</b>, every class teacher will need initial and ongoing professional development in order to implement the SIPPS reading program. (see hyperlink for Waldorf looping model: <b>For example, current eighth grade teacher for 2021-2022 will teach new cohort of students beginning with first grade in the year 2022-2023</b>)</li> <li>● By August 2021 (Year 2), purchase SIPPS for year 2 implementation. By September</li> </ul>	<p>Progress will be measured by:</p> <ul style="list-style-type: none"> <li>● PD Plan</li> <li>● Invoices</li> <li>● Waldorf assessment data</li> <li>● SIPPS Mastery test data</li> <li>● Classroom implementation observation data</li> </ul> <p>A one-on-one <b>diagnostic placement</b> test determines each student’s point of need and helps the teacher form small, skill-based groups.</p> <p>Mastery tests occur in regular increments depending on the SIPPS level (approximately every 5–10 lessons) to determine whether the teaching pace is appropriate for the group and whether individuals need extra practice.</p> <p>The goal is for students to show mastery of the skills on the mastery tests, which generally cover phonics patterns and sight words that have</p>



			<p>2021, begin initial training for all K–3 and support staff, and provide monthly follow up sessions.</p> <ul style="list-style-type: none"> <li>• During the first month of school, student groups will be formed based on placement data.</li> <li>• By August 2022 (Year 3), we will have had one year of training and implementation of our SIPPS program. With our knowledge and experience, we will be able to review all school data by the 3rd week of school. In the first two weeks of the year, we will assess all first graders and new students. For students in grades 2nd-5th we will use the data from the previous year's 3rd trimester. We will review this data as a team to identify students needing reading intervention.</li> </ul>	<p>been taught and reviewed for at least two lessons before the test.</p>
<p>2. We will improve our collection and strategic use of valid, predictive and reliable literacy <b>assessment data</b> by administering and analyzing PASS, BPST, San Diego Quick and DIBELS data three times a year.</p>	<p>Our <u>Root Cause Analysis</u> revealed a lack of consistency of systematic phonics instruction, particularly in the area of <b>assessment</b>, across grades k-3.</p> <p>In a Waldorf elementary school,</p>	<p>The spring 2021 <u>Faculty Survey</u> revealed 28.5% of teachers felt somewhat, little or not prepared to teach the grade level/curriculum when hired. This indicates a need for professional development and literacy spans across every grade</p>	<p><u>Overarching SMARTe Goal:</u> We will improve in our collection and strategic use of valid, predictive and reliable <b>literacy data</b> by administering and analyzing k-3 PASS, BPST, San Diego Quick, and DIBELS data three times a year as</p>	<p>Student <b>performance data</b> constitutes the most critical information that drives planning for literacy improvement. Our <b>comprehensive assessment plan</b></p>



	<p>there is no packaged “core curriculum” used to teach reading. Teachers attend summer training to understand the Waldorf <b>scope &amp; sequence</b> for their upcoming grade-level in the <b>looping</b> cycle. Teachers take this information and tailor their year of lessons to the students in their classrooms. Because of the freedom and creativity that each Waldorf teacher has, learning can look different from classroom to classroom. This is quite purposeful in Waldorf education. While we do not want to change the way our Waldorf teachers are teaching literacy, we do want to streamline <b>assessments</b> to ensure all skills are being taught and children who need extra support are being supported. We want to achieve this through our first SMARTe goal of implementing RTI through the use of SIPPS.</p>	<p>level.</p>	<p>measured in Google <b>assessment gradebooks</b> by data review trimester schedules and EOY results.</p> <ul style="list-style-type: none"> <li>• By August 2021, finalize a site assessment calendar that includes dates of administration for BPST, San Diego Quick and DIBELS.</li> <li>• By June 2022 BPST, San Diego Quick and DIBELS will have been administered three times and grade spans will have had time to analyze and make plans based on data.</li> </ul>	<p>has both screening and progress monitoring. Our plan specifically indicates what types of student performance data are being collected and how the data will be used. The metrics to measure progress are :</p> <p>PASS (kindergarten) BPST (1-3) San Diego Quick (1+) DIBELS Word Reading Fluency (1-3) DIBELS Oral Reading Fluency (1-3)</p> <p><b>Intervals for assessment</b> are: first trimester, second trimester, &amp; third trimester. After each interval of assessment, the literacy action team will collect data to monitor success, including the effectiveness of specific literacy interventions. The team will identify where students are related to very specific skills and assess how effective instruction has been.</p> <p>The measurement of effectiveness of teacher training will be seen in an increase in reading test scores in grades 1-3.</p>
<p>3. We will strengthen AM Winn’s <b>culture and climate</b> by strengthening staff knowledge and</p>	<p>As measured by staff surveys, our grant writing team has identified that staff need both specific training and</p>	<p><b>Faculty surveys</b> included overwhelming feedback requesting additional training and collaborative</p>	<p><u>Overarching SMARTe Goal:</u> We will improve AM Winn’s <b>culture and climate</b> through building staff</p>	<p>Increase the percentage of on grade level English Language Learners in reading in grade 1-3 from 28% to</p>

<p>skills for teaching literacy to our underserved populations by engaging in professional development within and across-grade level PLCs.</p>	<p>supportive professional development to improve upon our methods of teaching and learning at our school. As we develop our response to intervention model and further define our scope and sequence, teachers will need training on parts of these instructional plans where no training has previously been provided. In order for us to achieve this, teachers will need ongoing opportunities for collaboration through a Planned Learning Community (PLC) structure so that they can address students' needs while also building capacity for effective literacy.</p> <p>We must implement our second SMARTe goal, providing <b>professional development</b> for SIPPS to class teachers who are or will be looping into teaching grades k-3.</p> <p>Teacher training is imperative because SIPPS, using an RTI approach to teaching, will be new to most teachers at A.M. Winn.</p> <p>According to school climate results, students in underserved populations feel less effective in their learning. Implementing staff training for trauma informed teaching, increasing equity training and maximizing collaborative structures</p>	<p>time to support reading skills and also a need for increased consistency of practice across grade levels.</p> <p>Our Root cause analysis and needs assessment show teachers need support in the area of literacy, to build background knowledge and vocabulary development, for all of our students, but additional training trauma informed and equity practices to support our underserved populations.</p>	<p>knowledge and skills for teaching literacy and utilizing trauma informed and equity practices by engaging in professional development with and across grade level PLCs as measured by participation in site professional development, SIPPS training, grade-level/grade-span PLC notes and progress monitoring data, and coaching observation notes by EOY 2021-2022.</p> <ul style="list-style-type: none"> <li>• <i>By August 2021 (Year 2), purchase SIPPS for year 2 implementation By October 2021, initial training for all K–3 (looping) and support staff, and provide monthly follow up sessions.</i></li> </ul>	<p>60% as shown by August 2023 state assessment results.</p> <p>Increase the percentage of school Climate Survey participation amongst EL families from 8% to 50% as measured by Spring 2021 Climate Survey results</p> <p>:</p> <ul style="list-style-type: none"> <li>• PD Plan</li> <li>• Invoices</li> <li>• Waldorf assessment data</li> <li>• SIPPS Mastery test data</li> <li>• Classroom implementation observation data</li> </ul>
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will make cross grade instruction more cohesive and supportive for ALL learners.

**2.3 Expenditures Consistent with Categories** [Insert Link] Link to ELSB Budget documents.

**SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)**

**Category 1: ACCESS to HIGH-QUALITY LITERACY TEACHING (Must meet criteria OR provide rationale for not including in plan.)**

Category 1 Descriptors	Action Item(s)	Evidence	Explanation/Rationale
<p><b>3.1a SUPPORT PERSONNEL</b> Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.</p> <p>Instructional aides to provide support to struggling pupils.</p>	<p><b>Example (action item):</b> <i>By September 2021, hire a literacy coach to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum.</i></p> <p>By August 2021, utilize SCUSD EL/ELA training specialist to support developing work recognition scope and sequence and instructional guidelines for using SIPP strategies within our Waldorf curriculum.</p>	<p><b>Example (action item):</b> <i>As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.</i></p> <p><i>Attached is our job description for the hiring of our literacy coach [Insert Link].</i></p> <p>As seen in our screening data, our root cause analysis, and our needs assessment, increasing student access to targeted, evidence-based foundational reading skills instruction is an urgent need.</p>	<p>The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)</p> <p><b>Example (action item):</b> <i>A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A literacy coach will be utilized to coach teachers.</i></p> <p>Students will begin testing in phonological awareness in kindergarten. Many first through third grade students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data.</p>

<p>We plan to hire up to 3 instructional aides to provide support for class teachers while teaching and assessing literacy skills.</p> <p>Funding will also be needed to hire substitute teachers for in-house assessment days so that teachers can administer tests.</p> <p>Our literacy action plan also includes training teachers how to use SIPPS, a research-based foundational skills program, in order to build skills and confidence for fluent, independent reading.</p>	<p>This individual will also support administering assessments, support data analysis in grade-spans and provide coaching cycles with teachers.</p> <p>In support of Goals 1, 2 &amp; 3, by September 2021, hire 3 instructional aides to provide class teacher support for teaching literacy in grades k-3, and focusing on foundational reading skills using the SIPPS curriculum.</p>	<p>We plan to use our resources to train class teachers who will remain at A.M. Winn in the long term, looping with students from grade to grade, rather than hire an additional coach who may not remain at our school site longer than grant money allows.</p>	<p>Our plan includes annual consulting site visits from SIPPS trainers, or SCUSD ELA/EL training specialist equivalent, for follow up training to ensure fidelity and to troubleshoot any concerns.</p> <p>After teachers are trained, in year two, hire SIPPAs trained reading aides.</p>
<p><b>3.1b DEVELOPMENT OF STRATEGIES</b> Development of strategies to provide culturally responsive curriculum and instruction.</p>	<p><b>Example (rationale):</b> <i>No action</i></p>	<p><b>Example (rationale):</b> <i>[Insert Link] Link to the school's state approved core curriculum website.</i></p> <p><i>Or [Insert Link] Link to needs assessment indicating not a priority</i></p>	<p><b>Example (rationale):</b> <i>Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. We have been focused on improving and deepening our implementation of the curriculum. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.</i></p>

Action Items

- By August 2021, purchase SIPPS curriculum and provide initial and ongoing training of the curriculum throughout the implementation year.
- By August 2021, develop monitoring plan to include data collection to assess implementation of professional learning plan as well as cycles of improvement.
- By August 2021, develop communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan.

As part of Goal #3: Strengthen Climate and Culture, All teachers will complete professional development pertaining to equity practices, trauma informed instruction and participation in the Home Visit professional development offered in our district in order to build relationships with students and their families **not funded through the ELSB grant.**

[Survey: Equity & Trauma Informed Practices Need for PD](#)

[Mindset Shifts and Parent Teacher Home Visits](#)

[Student Outcomes and Parent Teacher Home Visits](#)

Culturally responsive reading practices are essential to augment the evidence-based practices that have mainly been researched on native English speakers.

Our specific plan to provide a culturally responsive curriculum and instruction includes implementing SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) in the lower grades, strengthening our school climate and culture through professional development focussing on equity, trauma informed practices and building school to home collaboration.

Explicitly connecting instruction with home and community practices, understanding students' learning styles, and developing opportunities for interactive teaching.

Affirming the use of students' rich cultural and linguistic capital in materials and reading passages requires that teachers know how to skillfully draw upon this knowledge.

	<p>Addressing this is part of a school-wide effort to support a positive school environment and build academic confidence amongst our students. School-wide professional development is needed to create a systematic approach to trauma-informed instruction, which will allow students to build literacy skills, competency and confidence in the primary grades.</p> <p>Utilize EPOCH modules to discuss diversity, equity and inclusion.</p>		
<p><b>3.1c EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON LITERACY INSTRUCTION, ACHIEVEMENT, AND USE OF DATA</b></p> <p>Evidence-based professional development for teachers, instructional aides, and school leaders regarding literacy instruction and literacy achievement and the use of data to help identify and support struggling pupils.</p>	<p>Our plan begins with providing professional development for implementing research-based, best practices for teaching a balanced reading &amp; writing program for grades k-3.</p> <p>In support of Goal 1 &amp; 3, staff (K-3 looping teachers and aides) will attend professional development for the SIPPS program before the start of the 2021-2022 school year (and again before the 2022-2023 school year).</p> <p>In support of Goals 1, 2 &amp; 3, staff (K-3 looping teachers and aides) will attend professional development for the common assessments before the start of the 2021-2022 school year (and again before 2022-2023 school year)</p>	<p>Our <u>root cause analysis</u> revealed that teachers' knowledge around foundational reading skills needs development. This training will be specific to foundation reading within a Waldorf program.</p>	<p>The strength of developing a common scope and sequence following clearly identified instructional guidelines for literacy instruction will rely on teachers building RTI content knowledge. Specifically, how to use a program, like SIPPS, to address struggling student needs. We need to build capacity for literacy instruction so that teachers can effectively respond to student need. This will lead to improved literacy outcomes as teachers will be able to use this learning beyond the life of the grant.</p>

<p><b>3.1d PROFESSIONAL DEVELOPMENT ON THE IMPLEMENTATION OF THE ENGLISH LANGUAGE ARTS/ ENGLISH LANGUAGE DEVELOPMENT FRAMEWORK</b> Professional development for teachers and school leaders regarding implementation of the ELA/ELD Framework and the use of data to support effective instruction.</p>	<p>Utilize consultant and/or ELA/EL District Literacy coach to deliver SIPPS PD.</p>	<p>Given that we are the only Waldorf school in our district participating in the ELSB grant, we want additional support in managing this change process. Our <u>needs assessment</u> revealed that we will need ongoing support in developing our sites Waldorf specific literacy scope and sequence.</p>	<p>The beginning of our action plan will require us to develop a clear scope and sequence and initial guidelines for instruction at the same time as teachers are undergoing SIPPS training. Bringing in a highly trained SCUSD Literacy Coach to support us in making sure initial plans are realistic and sound.</p>
	<p>In support of Goal 3, Primary teachers participate in a culturally responsive teaching self-assessment initially at the beginning of the 2021-22 school year and again at the end of the same school year, as a post-survey. The post-self survey will again be implemented at the end of the 2022-23 school year with results compared with student literacy outcomes. This will better inform teaching in K-3, and support all learners, including English Learners, as identified in SMARTe goal 3, “improve AM Winn culture and climate...”</p>	<p><u>Culturally Responsive Teaching Survey</u></p>	<p>Through Goal 3’s professional development, teachers will build staff knowledge and skills for teaching literacy, and strengthen trauma informed practices across grade level PLCs, which will reach our most vulnerable youth and help to develop school culture for long-term literacy success.</p>

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)			
Category 2: SUPPORT for LITERACY LEARNING (Must meet criteria OR provide rationale for not including in plan.)			
Category 2 Descriptors	Action Item(s)	Evidence	Explanation/Rationale



	Specific, timebound actions describe how literacy instruction will be improved.	Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
<p><b>3.2a LITERACY CURRICULUM AND INSTRUCTIONAL MATERIALS</b></p> <p>Purchase of literacy curriculum resources and instructional materials aligned with the ELA content standards and the ELA/ELD framework, but only if the Literacy Action Plan also includes professional development for staff on effective use of these materials.</p>	<p><b>Example (action item):</b></p> <ul style="list-style-type: none"> <li>By August 2021, purchase SIPPS curriculum and provide initial and ongoing training of the curriculum throughout the implementation year.</li> <li>By August 2021, develop a monitoring plan to include data collection to assess implementation of professional learning plans as well as cycles of improvement.</li> <li>By August 2021, develop a communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan.</li> </ul>	<p><b>Example (action item):</b></p> <p>As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], a majority of our K–3 students are testing below proficiency in phonemic awareness and phonics.</p> <p>Attached is our professional learning plan [Insert Link] to support teachers, from initial training through ongoing support, of the SIPPS curriculum for Years 2 and 3. Included in the professional learning plan is the administrative support, monitoring, and communication that will support the implementation and ongoing use of SIPPS.</p>	<p><b>Example (action item):</b></p> <p>Through purchasing SIPPS to provide foundational reading skills instruction for K–3 students, we will provide coherent, explicit, and systematic delivery of foundational skills across the grades. Utilizing the SIPPS curriculum will allow students to be placed in differentiated groups based on the ongoing SIPPS placement and mastery assessments.</p> <p>Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial SIPPS training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the two years of the grant.</p>
	<p><b>Example (action item):</b></p> <ul style="list-style-type: none"> <li>By August 2022 (Year 3), purchase the Academic Vocabulary Toolkit curriculum and provide initial and ongoing training of the curriculum throughout the implementation year.</li> <li>By the end of Year 2, May 2022, develop a monitoring plan to include data collection to assess implementation of professional learning plan as well as cycles of improvement.</li> <li>By the end of Year 2, May 2022, develop a communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan.</li> </ul>	<p><b>Example (action item):</b></p> <p>As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], a majority of our K–3 students are testing below proficiency in vocabulary, in addition to phonemic awareness and phonics.</p> <p>Attached is our professional learning plan [Insert Link] to support teachers, from initial training through ongoing support, of the Academic Toolkit curriculum for Year 3. Included in the professional learning plan is the administrative support, and monitoring, and communication that will support the implementation</p>	<p><b>Example (action item):</b></p> <p>Through purchasing the Academic Vocabulary Toolkit to support our Tier 1 reading instruction for K–3 students, our school will become more intentional in targeting vocabulary acquisition for students. Utilizing the Academic Vocabulary Toolkit curriculum in Tier 1 instruction will allow students to receive additional vocabulary instruction which is necessary to support their core ELA/ELD curriculum.</p> <p>Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation</p>



		and ongoing use of the Academic Vocabulary Toolkit.	and transferability for students. Initial Academic Vocabulary Toolkit training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the grant.
	<ul style="list-style-type: none"> <li>By August 2021, purchase SIPPS curriculum and provide initial and ongoing training of the curriculum throughout the implementation year.</li> <li>By August 2021, develop a monitoring plan to include data collection to assess implementation of a professional learning plan as well as cycles of improvement.</li> <li>By August 2021, develop a communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan.</li> </ul>	<a href="#">AM WINN ELSB fishbone with centrics</a> <a href="#">AM Winn Root Cause Analysis</a> <a href="#">English Language Learner Proficiency</a> <a href="#">Waldorf assessment data in grades 1-3</a> <a href="#">SBAC assessment data in grade 3</a>	<p>Through purchasing SIPPS to provide foundational reading skills instruction for K–3 students, we will provide coherent, explicit, and systematic delivery of foundational skills across the grades. Utilizing the SIPPS curriculum will allow students to be placed in differentiated groups based on the ongoing SIPPS placement and mastery assessments.</p> <p>Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, and quality implementation and transferability for students. Initial SIPPS training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the two years of the grant.</p>
<b>3.2b DIAGNOSTIC ASSESSMENT INSTRUMENTS</b> Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those assessment instruments.	<p><b>Example (rationale):</b> No action</p> <p><a href="#">SIPPS K-3 Placement Assessment Being a Reader small group placement assessments</a></p>	<p><b>Example (rationale):</b> [Insert Link] Link to district expectations/resources of evidence-based diagnostic assessments.</p> <p>Or, [Insert Link] link to needs assessment indicating not a priority.</p> <p><a href="#">Teacher Survey Feedback</a>: indicated that staff will need training in SIPPS, as they are not currently trained in this program.</p>	<p><b>Example (rationale):</b> Our district already provides and collects data from evidence-based diagnostic assessments. Our district already provided training regarding the use of the assessments.</p> <p>In order to gather valid, reliable data, we need to make sure that our team is administering assessments correctly and consistently. Our teachers will need to learn how to analyze and strategically use the data.</p>

**SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)**

**Category 3: PUPIL SUPPORTS (Must meet criteria OR provide rationale for not including in plan.)**

Category 3 Descriptors	Action Item(s) Specific, timebound actions describe how literacy instruction will be improved.	Evidence Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	Explanation/Rationale The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
<b>3.3a EXPANDED LEARNING PROGRAMS</b> Expanded learning programs, such as before- and after-school programs or summer school, to improve pupils' access to literacy instruction.	<b>Example (action item):</b> <i>By September 2021, hire a literacy coach to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum.</i>	<b>Example (action item):</b> <i>As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.</i>  <i>Attached is our job description for the hiring of our literacy coach [Insert Link].</i>	<b>Example (action item):</b> <i>A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A literacy coach will be utilized to coach teachers.</i>
	<a href="#">No action</a>	<b>AM Winn has the ASES program with provides free after school support.</b>	<i>Our current after school program provides a lot of opportunity for students to access expanded learning opportunities. We will collaborate with the ASES program.</i>
<b>3.3b EXTENDED SCHOOL DAY</b> Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.	<b>Example (rationale):</b> <i>No action</i>	<b>Example (rationale):</b> <i>[Insert Link] Link to the school's state approved core curriculum website.</i>  <i>Or [Insert Link], link to needs assessment indicating not a priority.</i>	<b>Example (rationale):</b> <i>Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. We have been focused on improving and deepening our implementation of the curriculum. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.</i>
	<a href="#">No action in the context of the ELSB grant. A M Winn's after school program (ASES) has used the library as a space for students to do homework after school. Enabling the staff to use the Destiny system to check books in/out would expand access to the</a>	<a href="#">With expanded access to the library, we expect to see a 10% increase in library circulation.</a>	<a href="#">Because students in the early grades (K-3) may not be assigned homework, having access to high-quality decodable texts written for emerging readers will allow students to make good use of library time in the after-school program. Getting more books into circulation will also better engage the community with learning by</a>

	library collection for ASES students, including those in K-3.		encouraging students to read at home with their families.
<b>3.3c CULTURE AND CLIMATE</b> Strategies to improve school climate, pupil connectedness, attendance and to reduce exclusionary discipline practices, including in-school suspensions that may limit a pupil's time in school.	No action in the context of the ELSB grant. Efforts to enrich the culture and climate will continue based on continued teacher initiative and parent involvement to boost student engagement and the deepen the impact of academic instruction, including literacy.	According to the <a href="#">survey of parents as stakeholders</a> , "A M Winn should provide more guidance on building classroom and school community and non-academic opportunities for engagement."  We expect continued investment in student enrichment opportunities to result in a 10% decrease in absenteeism based on <a href="#">past years' attendance data</a> .	These offerings, in some schools described as "extracurricular," are integral to the Waldorf curriculum. Such enrichment opportunities have been shown to maintain student engagement and attendance as students move through the grades.
<b>3.3d RESEARCH-BASED SEL</b> Strategies to implement research-based, social-emotional learning approaches, including restorative justice.	<b>Action Item(s)</b> Specific, timebound actions describe how literacy instruction will be improved.	<b>Evidence</b> Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	<b>Explanation/Rationale</b> The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
	No action in the context of the ELSB grant. As an ancillary actions that will indirectly support literacy outcomes in grades k-3, teachers will:  continue to work towards a truly integrated SEL model that is necessary for creating a fundamental and lasting culture shift towards embedded SEL.	Not an identified area of need in the <a href="#">Root Cause Analysis</a>	As teachers plan for the next school year to loop with their students, they must prepare for a totally new grade curriculum, with preparation typically centering on the academic curriculum and block studies. Teachers often do not lesson plan in advance for an unscripted, versatile, and fully integrated approach of SEL into the ELA curriculum. Because of this

	<p>Teachers will develop a clear understanding of how ELA is predisposed to support the integration of SEL as curriculum content and assessment methods which also align with SEL outcomes.</p>		<p>practice, the natural connection between SEL and ELA in the Waldorf curriculum is often underutilized and the teacher expertise and understanding of their students cannot fully inform the curriculum. Teaching students the lexicon needed to share feelings, voice needs and resolve disagreements in written form as well as spoken form has the potential not only to strengthen the sense of safety which is prerequisite to learning, but also broaden students' vocabulary and word recognition.</p>
<p><b>3.3e EXPANDED ACCESS</b> Expanded access to the school library.</p>	<p>No action under the ELSB grant:</p> <p>In response to stakeholder feedback, update the library collection with books written by authors who are representative of a diverse student body.</p> <ul style="list-style-type: none"> <li>● Increase book collection on books about different countries which depict countries of origin with dynamic photos and illustrations of important symbols such as the flag or national bird.</li> <li>● This includes purchasing matched sets of readers with decodable text (suitable for emerging readers in k-3) that are representative of diverse subjects and characters.</li> </ul>	<p>This will allow classes to visit the library more freely with longer visits and fewer schedule conflicts.</p> <p><u>Expanding the library's collection</u> will increase the appeal of the library and also increase circulation.</p>	<p>Enhancing the library's collection and better communicating to families about their students' day of the week to exchange books at the library will increase circulation by 10% from school year 2019-20 to 2021-22. Promoting offerings at local libraries outside of the school year will also increase students' exposure to print and enthusiasm for reading.</p>

	<ul style="list-style-type: none"> <li>● Keep translated books on shelves close to student access. Mark these sections with bilingual signs.</li> <li>● In alignment with the thematically-integrated core Waldorf curriculum, organize the library according to the curriculum as well as the standard system.</li> <li>● Increase book offering of culturally meaningful stories in order to validate children’s cultural heritage, and foster their self esteem and adjustment.</li> </ul> <p>In working towards goal 3, take the following actions to Help inform families about the concept and expectations of the lending library. For overdue notices, send home a print-out of the book cover.</p> <ul style="list-style-type: none"> <li>● Create a stronger connection with the local library, encourage library cards and librarian outreach to sign up families for library cards. Arrange for family night at the public library.</li> <li>● Promote summer reading programs at the library.</li> </ul>		
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**SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)**

**Category 4: FAMILY AND COMMUNITY SUPPORTS (Must meet criteria OR provide rationale for not including in plan.)**

<b>Category 4 Descriptors</b>	<b>Action Item(s)</b>	<b>Evidence</b>	<b>Explanation/Rationale</b>
	Specific, timebound actions describe how literacy instruction will be improved.	Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in

			completing actions), and a timeline (for completion of actions and meeting of milestones.)
<p><b>3.4a TRAUMA-INFORMED PRACTICES</b> Development of trauma-informed practices and supports for pupils and families.</p>	<p><b>Example (action item):</b></p> <ul style="list-style-type: none"> <li>● <i>By December 2021, provide initial training for staff on identifying signs of trauma, as well as trauma-informed supports, specifically de-escalation and restorative practices, to support student literacy instruction. Monthly follow-up training will be provided.</i></li> <li>● <i>By May 2022, collaboratively design and develop a system to capture student voice to raise staff awareness and inform supports available to pupils as well as families.</i></li> </ul> <p>No action in the context of the ELSB grant. The following are ancillary actions that will indirectly support literacy outcomes in grades k-3:</p> <ul style="list-style-type: none"> <li>- provide initial training for staff on identifying signs of trauma, as well as trauma-informed supports, specifically restorative practices such as expressive arts integrated into the ELA curriculum (by December 2021).</li> <li>-When school resumes full-time in person, look at the multi-tiered systems of support and make sure there are plans in place that are developmentally appropriate and restorative in nature. Beginning with the Community Resiliency Model (CRM), teachers will learn how to provide appropriate activities to signal safety to the Survival Brain, bring a child's mind and spirit back into greater balance by</li> </ul>	<p><b>Example (action item):</b></p> <p><i>As seen in our root cause analysis [Insert Link], and our needs assessment [Insert Link], a significant percentage of students in our district are experiencing homelessness or are in foster homes where they have experienced trauma. Therefore, trauma-informed practices and supports are priorities.</i></p> <p><i>Attached is the plan for developing, implementing, supporting, and monitoring trauma-informed practices and supports for the next two years [Insert Link].</i></p> <p>A large body of research confirms that building a safe and caring school community and attending to social and emotional learning are essential to students' overall success. Supporting teachers to confidently and consistently use the expressive arts including music, has been shown to be a powerful therapeutic intervention with children and adolescents. Teachers creating a supportive setting for the internal and therapeutic processes of the creation and expression of art making has been shown to facilitate growth and healing.</p>	<p><b>Example (action item):</b></p> <p><i>Development of strategies and implementation of evidence-based supports, including training for teachers and staff on the importance of adult-student connections, de-escalation strategies, and restorative practices in order to ensure positive classroom cultures in each classroom to support high impact literacy instruction.</i></p> <p><i>Through supporting teachers' creation of trauma-informed positive classroom environments at our school, student literacy learning is enhanced by reducing students' affective filters and removing barriers to learning associated with trauma.</i></p> <p>In some school cultures, there is a stigma associated with seeking care or counseling, which is viewed as a sign of weakness. We need to work with administrators to ensure that we have the necessary structures and supports so that seeking help as needed becomes the norm.</p>

	supporting students' efforts to track their own nervous systems and return to their "Resilient Zone."		
<b>3.4b MENTAL HEALTH RESOURCES</b> Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.	<b>Example (rationale):</b> No action	<b>Example (rationale):</b> <i>[Insert Link] Link to school budget/SPSA/LCAP that indicates allocated funds for mental health resources.</i>  <i>Or [Insert Link], link to needs assessment indicating not a priority.</i>	<b>Example (rationale):</b> We do not need to create an action item around the provision of mental health resources because these supports are already provided through our school and district.
	<b>Action Item(s)</b> Specific, timebound actions describe how literacy instruction will be improved.	<b>Evidence</b> Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	<b>Explanation/Rationale</b> The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
	No action in the context of the ELSB grant.	Not identified as an area of need in <a href="#">Root Cause Analysis</a>	In some school cultures, there is still a stigma associated with seeking care or counseling, which is viewed as a sign of weakness. By ensuring that students are educated that asking for help, expressing concern for others' well-being and obtaining resources is essential for learning and well being, we will be connecting current district and community resources directly to those in need. Teachers will also communicate these classroom learning goals and provide resources to parents, in quarterly parent meetings or weekly newsletters.
<b>3.4c MULTI-TIERED SYSTEMS OF SUPPORT AND RESPONSE TO INTERVENTION</b> Strategies to implement	Train Grades 1-3 teachers on using a multi-tiered approach to the early identification and supports for students with learning and behavior needs.	Using the COLLABORATIVE Classroom/SIPPS program, teachers will be able to implement high-quality, scientifically-based instruction to ensure that student difficulties are not due to inadequate instruction. Teachers also learn how to adjust the	Teachers will review and collect student data to determine individual student needs. Teachers will administer Mastery tests every four weeks to monitor



<p>multi-tiered systems of support (MTSS) and the response to intervention (RtI) approach.</p>	<p>Develop a consistent scope and sequence through the grades as a Waldorf school, so that teacher autonomy in developing the curriculum must be balanced with universal screening of students in foundational literacy skills.</p>	<p>multi-tiers of support for students in reading by screening students.</p>	<p>student progress and use the information provided to guide reteaching decisions. Teachers will set beginning-, middle-, and end of year expectations for reading milestones at the beginning of each school year in coordination with grade-level partner.</p>
<p><b>3.4d LITERACY TRAINING AND EDUCATION FOR PARENTS</b> Development of literacy training and education for parents to help develop a supportive literacy environment in the home.</p>	<p>No Action</p>	<p>“Ensure that all teachers are trained in the School District’s Home Visit Program and have received an in-house teacher training on strategies for EL parent engagement. SMARTe goal 3, “improve AM Winn <b>culture and climate...</b>”</p> <p>According to the <a href="#">survey of parents as stakeholders</a>, “A M Winn would benefit from more school and class-wide community-building- especially activities that engage the whole neighborhood. Additionally [A M Winn] would benefit by recognizing [its] religious, economic, and socio-economic diversity.”</p>	<p>Augmenting the home-visit training with cultural and linguistic awareness training will make for more successful rapport-building with all school families, including those of ELLs. Better engaging the parent body with learning will improve student outcomes across the board, including literacy outcomes.</p>
<p><b>3.4e PARENT AND COMMUNITY ENGAGEMENT</b> Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils’ literacy needs.</p>	<p>No Action</p>	<p>“A M Winn will continue to benefit from working alongside its current ASES program to build more school and class-wide community activities that engage the whole neighborhood.</p>	<p>Take the following actions towards SMARTe goal 3: 5 thereby strengthening student access to literacy curriculum</p>




# Early Literacy Support Block Grant LITERACY ACTION PLAN TEMPLATE

Statute: <https://www.cde.ca.gov/pd/ps/elsbgrantsb98.asp>

## Goal of the Early Literacy Support Block Grant

The Goal of the Early Literacy Support Block Grant is to develop and implement literacy instruction and support programs, particularly focused on literacy in early grades (TK/K–3), ultimately resulting in improved student outcomes.

The ELSB *Literacy Action Plan Template* and *Rubric* are designed to work in tandem to support sites/LEAs in the development of a three-year literacy action plan to meet the goal of the grant. The *Literacy Action Plan Template and Rubric Overview* provides a snapshot of the process for developing the *Literacy Action Plan*. Use the *Rubric* for examples of evidence to include in the *Literacy Action Plan*.

**Section 1, the Planning Phase**, is required by statute and includes stakeholder engagement, root cause analysis, and a needs assessment.

**Section 2, Literacy Action Plan Components**, is also required by statute and includes the plan's goals and actions, metrics, and expenditures that are aligned to the categories in Section 3.

**Section 3, Categories 1-4**, includes allowable programs and services. Plans must include one or more of the four categories based on the needs assessment.

The Expert Lead in Literacy will provide a step-by-step process from planning phase to plan approval, with expert technical assistance and ongoing support and feedback. Refer to the [ELSB Grant Resources Padlet](#) for additional support and resources.

## **Literacy Action Plan Template and Rubric Overview**

### **OVERVIEW** *(Required)*

- Current Site/LEA ELA/ELD Instructional Plan

### **Section 1: PLANNING PHASE** *(Required)*

- 1.1 Stakeholder Engagement
- 1.2 Root Cause Analysis
- 1.3 Needs Assessment

### **Section 2: LITERACY ACTION PLAN COMPONENTS** *(Required)*

- 2.1 Goals and Actions
- 2.2 Metrics to Measure Progress
- 2.3 Expenditures Consistent with Categories 1–4 (see below)

**Section 3: CATEGORIES 1–4** *(One or more of the following categories required. Must meet criteria OR provide rationale for not including in plan.)*

**Category 1: Access to High-Quality Literacy Teaching**

- 3.1a Support Personnel
- 3.1b Development of Strategies
- 3.1c Evidence-based Professional Development on Literacy Instruction, Achievement, and Use of Data
- 3.1d Professional Development on the Implementation of the English Language Arts/English Language Development (ELA/ELD) Framework

**Category 2: Support for Literacy Learning**

- 3.2a Literacy Curriculum and Instructional Materials
- 3.2b Diagnostic Assessment Instruments

**Category 3: Pupil Supports**

- 3.3a Expanded Learning Programs
- 3.3b Extended School Day
- 3.3c Culture and Climate
- 3.3d Research-Based Social-Emotional Learning (SEL)
- 3.3e Expanded Access to the School Library

**Category 4: Family and Community Supports**

- 3.4a Trauma-Informed Practices and Support
- 3.4b Mental Health Resources
- 3.4c Multi-Tiered Systems of Support (MTSS) and Response to Intervention
- 3.4d Literacy Training and Education for Parents
- 3.4e Parent and Community Engagement

## Early Literacy Support Block Grant LITERACY ACTION PLAN TEMPLATE

Statute: <https://www.cde.ca.gov/pd/ps/elsbgrantsb98.asp>

**LEA/District:** Sacramento City Unified School District

**LEA/District Contact/Project Director:** Jeannette Schroeder

**Site(s):** Ethel I. Baker Elementary

**Site Administrator(s):** Nathan McGill (Principal); Heather Bennett (Assistant Principal)

Early Literacy Team Member	Role (Include title and/or grade level)
Charisse Tuvilla	Teacher, Kindergarten
Jenny Nguyen	Teacher, Kindergarten
Kirsten Tahara	Teacher, 1st Grade
Julie Gordon	Teacher, 2nd Grade
Jennifer Sparks	Teacher, 3rd Grade
Nathan McGill	Principal
Heather Bennett	Assistant Principal

**Add additional rows as needed.**

## LITERACY ACTION PLAN TEMPLATE

**OVERVIEW OF CURRENT SITE/LEA ELA/ELD INSTRUCTIONAL PLAN** (Required)  
 (Insert additional rows as needed.)

Tier	Area/Skill	ELA/ELD Instructional Materials	Literacy Assessments
Tier 1: Core, Universal Supports	Foundational Skills	Benchmark ELA Curriculum SIPPS (some classes)	PASS (Phonological Awareness Skills Screener) CORE Phonics Survey DIBELS
	Language Comprehension	Benchmark ELA Curriculum	Benchmark Advance Interim Assessments
	English Language Development	Benchmark ELA Curriculum	Benchmark Advance Interim Assessments
Tier 2: Targeted, Supplemental Supports	Foundational Skills	SIPPS, Benchmark	PASS (Phonological Awareness Skills Screener) CORE Phonics Survey DIBELS Running Records
	Language Comprehension	SIPPS, Benchmark	Benchmark, IXL
	English Language Development	SIPPS, Benchmark ELD	Benchmark, IXL
Tier 3: Intensive, Individualized Supports	Foundational Skills	RSP/SDC/Speech	
	Language Comprehension	RSP/SDC/Speech	
	English Language Development	RSP/SDC/Speech, Benchmark ELD	

<b>SECTION 1: PLANNING PHASE (Required)</b>		
<b>Criteria and Descriptors for Planning Phase</b>	<b>Narrative explanation of planning phase process and procedures</b>	<b>Name artifact(s) and include link(s) to evidence</b>
<p><b>1.1 STAKEHOLDER ENGAGEMENT</b>            The local educational agency shall consult with stakeholders, including school staff, school leaders, parents, and community members, at each eligible school about the root cause analysis and needs assessment and proposed expenditures of the grant funds. The local educational agency may use an existing school site council established pursuant to Section 65000 of the Education Code for this purpose. If the school site council is used for this purpose, the school shall provide public notice of meetings and shall conduct meetings in the manner required by Section 35147 of the Education Code.</p>	<p>The ELSB team began with a needs assessment, drawing from their own individual experiences at Baker. The team then met with and presented their initial findings to the staff and school site council. The team elicited feedback that helped to better inform the decisions of what to include in the grant proposal.</p>	<p><a href="#">Presentation to Staff</a>  <a href="#">Staff Meeting Video</a>  <a href="#">School Site Council Meeting Agenda/Minutes 3/16</a>  <a href="#">School Site Council Meeting Agenda/Minutes 3/30</a></p>
<p><b>1.2 ROOT CAUSE ANALYSIS</b>            The root cause analysis and needs assessment shall examine both school-level and local educational agency-level practices or unmet needs, including those relating to school climate, social-emotional learning, and the experience of pupils who are below grade-level standard on the English language arts content standards adopted by the State Board of Education and their families, that have contributed to low pupil outcomes for pupils in grade 3 on the consortium summative assessment in English language arts.</p>	<p>As a leadership team we identified the needs of our school site over the course of several meetings. First, we identified barriers that kept our students from achieving literacy. We looked for barriers in the areas of Effective Instructional Materials, Professional Development Needs, Inconsistent/Imprecise Assessments, and Lack of Grade Level Collaboration. In another session we refined the fishbone to focus on the barriers that were in the scope of our control. This then became the document we referred back to during our sessions around our needs assessment and goal creation.</p>	<p><a href="#">Root Cause Analysis Jamboard</a>  <a href="#">Root Cause- Fishbone Diagram</a></p>

<p>The root cause analysis and needs assessment shall identify the strengths and weaknesses of both the eligible school and the local educational agency with regard to literacy instruction in kindergarten and grades 1 to 3, inclusive. The local educational agency shall review all relevant diagnostic measures, including, but not limited to, pupil performance data, data on effective and ineffective practices, and equity and performance gaps.</p>		
<p><b>1.3 NEEDS ASSESSMENT</b></p> <p>The root cause analysis and needs assessment shall examine both school-level and local educational agency-level practices or unmet needs, including those relating to school climate, social-emotional learning, and the experience of pupils who are below grade-level standard on the English language arts content standards adopted by the State Board of Education and their families, that have contributed to low pupil outcomes for pupils in grade 3 on the consortium summative assessment in English language arts.</p> <p>The root cause analysis and needs assessment shall identify the strengths and weaknesses of both the eligible school and the local educational agency with regard to literacy instruction in kindergarten and grades 1 to 3, inclusive. The local educational agency shall review all relevant diagnostic measures, including, but not limited to, pupil performance data, data on effective and ineffective practices, and equity and performance gaps.</p>	<p>Before getting to the needs assessment, the team was given the opportunity to learn about components of a high quality ELA curriculum and spend time examining and discussing our district-adopted curriculum. Through the discussion the team found several gaps in the adopted curriculum that may be impacting early literacy. This helped set up the team for the root cause analysis. After completing the root cause analysis the team moved on to creating SMARTe goals for the site. We looked for goals that would provide a long term change for the site. An overarching idea that led the discussion was changing our school culture to value reading and cultivating a love of reading. The team chose to focus on the area curriculum and decided to go with the SIPPS Curriculum to fill that gap in the root cause analysis. As the conversation progressed it turned to using data to drive instruction. More specifically the team focused on the lack of common assessments within each grade level. Furthermore, there is a lack of background knowledge in the students because of a lack of access to literature.</p>	<p><a href="#">Root Cause Analysis Jamboard</a>  <a href="#">Root Cause- Fishbone Diagram</a>  <a href="#">SMARTe Goals/Needs Assessment</a></p>



SECTION 2: LITERACY ACTION PLAN COMPONENTS (Required)				
2.1 Literacy Goal “Big Picture” Focus of improvement centered on TK/K–3 literacy instruction <ul style="list-style-type: none"> <li>• Site/LEA practices or issues</li> <li>• Evidence-based rigorous goal</li> </ul>	2.1 Rationale “Why you chose the goal” Connect to stakeholder engagement, root cause analysis, and needs assessment evident in identified goals.	2.1 Evidence “Artifacts that back up the rationale and support why you chose the goal” Include links to supporting evidence.	2.1 Action Item(s) “Specific, timebound actions that describe how the literacy instructional program will be improved” <ul style="list-style-type: none"> <li>• Align action items to the goal</li> <li>• Design to impact literacy outcomes</li> <li>• Write as SMART goal</li> </ul>	2.2 Metrics “How you will measure progress on actions (implementation) and/or growth (student data) and how often” Articulate plan that includes: <ul style="list-style-type: none"> <li>• Tool/Metric</li> <li>• Intervals</li> <li>• Monitoring and adjusting</li> </ul>
<b>Example:</b> Provide explicit, systematic phonics instruction	<i>Root cause analysis and needs assessment revealed incoherent delivery of phonics instruction, materials used, and low student performance across the grades.</i>	Screening data shows low student performance.  [Insert Link] Link to needs assessment and root cause analysis provided	<ul style="list-style-type: none"> <li>• By August 2021 (Year 2), purchase SIPPS for year 2 implementation By October 2021, initial training for all K–3 and support staff, and provide monthly follow up sessions</li> <li>• By the first month of school, groups formed based on placement data</li> </ul>	<ul style="list-style-type: none"> <li>• PD Plan</li> <li>• Invoices</li> <li>• Placement assessment data</li> <li>• SIPPS Mastery test data</li> <li>• Classroom implementation observation data</li> </ul>
<b>Example:</b> Provide explicit, academic vocabulary instruction.	<b>Example:</b> <i>Root cause analysis and needs assessment revealed inconsistent delivery of academic vocabulary instruction.</i>	<b>Example:</b> Screening data revealed low student scores in vocabulary across K–3.  [Insert Link] Link to needs assessment and root cause analysis	<b>Example:</b> <ul style="list-style-type: none"> <li>• By August 2022 (Year 3), purchase Academic Vocabulary Toolkit</li> <li>• By October 2022, initial training for all K–3 teachers and support staff, with monthly follow-up sessions</li> </ul>	<b>Example:</b> <ul style="list-style-type: none"> <li>• PD Plan</li> <li>• Invoices</li> <li>• iReady diagnostic data</li> <li>• Curriculum-embedded formative assessment data (core curriculum and Academic Vocabulary Toolkit)</li> <li>• ELPAC data</li> </ul>
1.Establish systematic assessments	Root cause analysis and needs assessment revealed inconsistent	<a href="#">Link to Root Cause Analysis</a> <a href="#">Link to Needs Assessment</a>	<ul style="list-style-type: none"> <li>• Teachers will attend PD to learn best practices for assessments</li> </ul>	<ul style="list-style-type: none"> <li>• PD Plans</li> <li>• Invoices (PD)</li> </ul>

	<p>assessments within the K-3 grade-level bands, including type of assessment, timing of assessments, data storage, and data analysis.</p>		<p>(including proctoring, entering scores, and accessing post-assessment data).</p> <ul style="list-style-type: none"> <li>• Each grade level will assess students (baseline) within the first month of the 2021-2022 school year (and then again in the 2022-2023 school year). They will be paid with hourly stipends.</li> <li>• Each grade level will assess (progress-monitoring) at least three additional times during the year, aligning with the end of each trimester. They will be paid with hourly stipends when outside of contracted hours.</li> <li>• Teachers will meet after each assessment round (academic conferences) to analyze student data to inform instructional practices. They will be paid with hourly stipends when outside of contracted hours.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment Data (housed in Illuminate and Google Sheets)</li> <li>• Substitute Roster/Schedule</li> </ul>
<p>2. Provide explicit, systematic phonics instruction</p>	<p>Root cause analysis and needs assessment showed a deficit in the current targeted foundational reading skills instruction for all students in grades k-3.</p>	<p><a href="#">Link to Root Cause Analysis Baker Data (2020-2021) Needs Assessment</a></p>	<ul style="list-style-type: none"> <li>• Teachers will attend a PD (provided by CORE) before the start of the 2021-2022 school year. Any new teachers for the 2022-2023 and 2023-2024 school years will attend the following year.</li> <li>• Teachers will assess students to find SIPPS level before school starts (up to 8-hours paid</li> </ul>	<ul style="list-style-type: none"> <li>• WIN Exchange schedule (including rosters of groups)</li> <li>• Invoices (extra hours for teachers)</li> <li>• SIPPS Assessment Data</li> <li>• PD Invoices (\$42,250)</li> <li>• Payment schedules: Instructional Aides and Librarian/Intervention Teacher</li> </ul>

			<p>per teacher) or within the first two weeks of each school year.</p> <ul style="list-style-type: none"> <li>• Teachers will progress monitor students through formal and informal SIPPS assessment throughout the school year.</li> <li>• Students will be changed to appropriate WIN groups as skills are mastered..</li> </ul>	
3. Build background knowledge and vocabulary development through building a culture of literacy	Root cause analysis and needs assessment showed a lack of access to literature for students and families.	<a href="#">Link to Root Cause Analysis Needs Assessment</a>	<ul style="list-style-type: none"> <li>• We will improve the vocabulary and background knowledge of all K-3 students through the increased access to literature by November 2021</li> <li>• A librarian/intervention teacher will be hired by September 30, 2021.</li> <li>• The librarian/intervention teacher will revamp the Baker library, by purchasing 750 culturally-relevant books, improving the function of the library, and aligning featured materials with BMA materials.</li> <li>• A library class schedule will be created and implemented by November of 2021.</li> <li>• Family Literacy Nights will be held once per trimester.</li> <li>• One classroom on campus will be transformed into a Reading Room to be used by students throughout the day by November 2021.</li> </ul>	<ul style="list-style-type: none"> <li>• Librarian/Intervention Teacher Pay History</li> <li>• Purchase Orders for Books</li> <li>• Schedule for Family Literacy Nights</li> <li>• Library Class Schedule</li> <li>• Sign-in Sheets for Family Literacy Nights</li> <li>• Interpreter Pay History for Family Literacy Nights</li> <li>• Invoices for Reading Room purchases</li> <li>• Schedule for classes visiting the Reading Room</li> </ul>

[Insert additional rows as needed for additional goals.]				
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**2.3 Expenditures Consistent with Categories**

**SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)**

**Category 1: ACCESS to HIGH-QUALITY LITERACY TEACHING (Must meet criteria OR provide rationale for not including in plan.)**

Category 1 Descriptors	Action Item(s) Specific, timebound actions describe how literacy instruction will be improved.	Evidence Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	Explanation/Rationale The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
<b>3.1a SUPPORT PERSONNEL</b> Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.	<b>Example (action item):</b> <i>By September 2021, hire a literacy coach to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum.</i>	<b>Example (action item):</b> <i>As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.</i>  <i>Attached is our job description for the hiring of our literacy coach [Insert Link].</i>	<b>Example (action item):</b> <i>A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A literacy coach will be utilized to coach teachers.</i>
	In support of Goal 2 and Goal 3, by September 2021, hire a Librarian/Intervention teacher to work with students in grades k–3, focusing specifically on foundational reading skills using the SIPPS curriculum and to regularly provide access to culturally-appropriate literature for students and families in kindergarten, first, second, and third. This	As seen in our <a href="#">screening data</a> and our <a href="#">root cause analysis</a> a majority of our K–3 students are testing below proficiency in vocabulary, in addition to phonemic awareness and phonics.  The job description for the position of Librarian/Intervention Teacher is still being created	A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A Librarian/Intervention teacher

	action will include expanding classroom libraries for the described classes.	with the coordination of the HR department and Baker leadership team.	will be utilized to meet the needs of students in their SIPPS groups as well as provide other targeted interventions to students, as well as provide relevant literature to students and families, as well as oversee a reading room
	In support of Goals 1 and 2, by September 2021, hire 2 instructional aides to work with students in grades K-3, focusing on foundational reading skills using the SIPPS and BMA curriculum.	As seen in our <a href="#">screening data</a> , <a href="#">Needs Assessment</a> , and <a href="#">root cause analysis</a> a majority of our K–3 students are testing below proficiency in foundational reading skills, in addition to phonemic awareness and phonics.  The job description for the position of Instructional Aide is still being created with the coordination of the HR department and Baker leadership team.	A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. Instructional aides will be utilized to meet the needs of students in their SIPPS groups as well as provide other targeted interventions to students.
<b>3.1b DEVELOPMENT OF STRATEGIES</b> Development of strategies to provide culturally responsive curriculum and instruction.	<b>Example (rationale):</b> <i>No action</i>	<b>Example (rationale):</b> <i>[Insert Link] Link to the school's state approved core curriculum website.</i>  <i>Or [Insert Link] Link to needs assessment indicating not a priority</i>	<b>Example (rationale):</b> <i>Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. We have been focused on improving and deepening our implementation of the curriculum. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.</i>
	In support of Goal 3, our school librarian/intervention teacher will work to create a more culturally-representative library that will be accessible to students in k-3, as well as a regular reading for students (and whole classes) to use throughout the school year. We will also hold Family Literacy Nights in which literacy is promoted and modeled for	<a href="#">Fishbone Diagram</a> <a href="#">Benchmark Universe (Curriculum)</a> <a href="#">Needs Assessment</a>	Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. We have been focused on improving and deepening our implementation of the curriculum. We will boost access to culturally-responsive access literature

	families and books and other resources are provided in their various home languages for students in grades k-3 to build community capacity for literacy at home.		through the recreation of the school library and regular Family Literacy Nights.
<b>3.1c EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON LITERACY INSTRUCTION, ACHIEVEMENT, AND USE OF DATA</b> Evidence-based professional development for teachers, instructional aides, and school leaders regarding literacy instruction and literacy achievement and the use of data to help identify and support struggling pupils.	In support of Goal 2, staff (K-3 teachers, our Librarian/Intervention Teacher, and aides) will attend professional development for the SIPPS program before the start of the 2021-2022 school year (and again before the 2022-2023)	<a href="#">Fishbone Diagram</a> <a href="#">Needs Assessment</a>	The professional development will be facilitated by CORE at least one week before the start of the indicated school year. The PD will prepare staff ( K-3 teachers, Librarian/Intervention Teacher, and aides) to adequately assess and instruct using the SIPPS curriculum. They will be paid with hourly stipends.
	In support of Goal 1, staff (K-3 teachers and aides) will attend professional development for the common assessments before the start of the 2021-2022 school year (and again before 2022-2023 school year). These include, but are not limited to DIBELS # 8 and CORE/PASS.	<a href="#">Fishbone Diagram</a> <a href="#">Needs Assessment</a>	The professional development will be facilitated by SCUSD training specialists at least one week before the start of the indicated school year. The PD will prepare staff ( K-3 teachers, Librarian/Intervention Teacher, and aides) to adequately assess all K-3 students within the first month of the school year. They will be paid with hourly stipends.
	In Support of Goal 1, staff (K-3 teachers and aides) will attend professional development on how to use Illuminate as a data storage system, including entering and accessing assessment data, before the start of the 2021-2022 school year (and again before 2022-2023 school year).	<a href="#">Fishbone Diagram</a> <a href="#">Needs Assessment</a>	The professional development will be facilitated by SCUSD training specialists at least one week before the start of the indicated school year. The PD will prepare K-3 teachers to input and access assessment data in an organized and timely fashion. They will be paid with hourly stipends when outside of contracted hours.
<b>3.1d PROFESSIONAL DEVELOPMENT ON THE IMPLEMENTATION OF THE ENGLISH</b>	In support of Goal 1, staff (K-3 teachers and aides) will attend professional development for the common assessments before the start of the 2021-2022 school year (and again before 2022-2023 school	<a href="#">Fishbone Diagram</a> <a href="#">Needs Assessment</a>	The professional development will be facilitated by SCUSD training specialists at least one week before the start of the indicated school year. The PD will prepare staff ( K-3 teachers, Librarian/Intervention

<b>LANGUAGE ARTS/ ENGLISH LANGUAGE DEVELOPMENT FRAMEWORK</b> Professional development for teachers and school leaders regarding implementation of the ELA/ELD Framework and the use of data to support effective instruction.	year). These include, but are not limited to DIBELS # 8 and CORE/PASS.		Teacher, and aides) to adequately assess all K-3 students within the first month of the school year. They will be paid with hourly stipends.
	In support of Goal 2, staff (K-3 teachers, our Librarian/Intervention Teacher, and aides) will attend professional development for the SIPPS program before the start of the 2021-2022 school year (and again before the 2022-2023)	<a href="#">Fishbone Diagram</a> <a href="#">Needs Assessment</a>	The professional development will be facilitated by CORE at least one week before the start of the indicated school year. The PD will prepare staff ( K-3 teachers, Librarian/Intervention Teacher, and aides) to adequately assess and instruct using the SIPPS curriculum. They will be paid with hourly stipends.
	In Support of Goal 1, staff (K-3 teachers and aides) will attend professional development on how to use Illuminate as a data storage system, including entering and accessing assessment data, before the start of the 2021-2022 school year (and again before 2022-2023 school year).	<a href="#">Fishbone Diagram</a> <a href="#">Needs Assessment</a>	The professional development will be facilitated by SCUSD training specialists at least one week before the start of the indicated school year. The PD will prepare K-3 teachers to input and access assessment data in an organized and timely fashion. They will be paid with hourly stipends.

**SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)**

**Category 2: SUPPORT for LITERACY LEARNING (Must meet criteria OR provide rationale for not including in plan.)**

<b>Category 2 Descriptors</b>	<b>Action Item(s)</b> Specific, timebound actions describe how literacy instruction will be improved.	<b>Evidence</b> Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	<b>Explanation/Rationale</b> The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
<b>3.2a LITERACY</b>	<i>Example (action item):</i>	<i>Example (action item):</i>	<i>Example (action item):</i>

<p><b>CURRICULUM AND INSTRUCTIONAL MATERIALS</b> Purchase of literacy curriculum resources and instructional materials aligned with the ELA content standards and the ELA/ELD framework, but only if the Literacy Action Plan also includes professional development for staff on effective use of these materials.</p>	<ul style="list-style-type: none"> <li>● <i>By August 2021, purchase SIPPS curriculum and provide initial and ongoing training of the curriculum throughout the implementation year.</i></li> <li>● <i>By August 2021, develop a monitoring plan to include data collection to assess implementation of professional learning plan as well as cycles of improvement.</i></li> <li>● <i>By August 2021, develop communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan.</i></li> </ul>	<p><i>As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], a majority of our K–3 students are testing below proficiency in phonemic awareness and phonics.</i></p> <p><i>Attached is our professional learning plan [Insert Link] to support teachers, from initial training through ongoing support, of the SIPPS curriculum for Years 2 and 3. Included in the professional learning plan is the administrative support, monitoring, and communication that will support the implementation and ongoing use of SIPPS.</i></p>	<p><i>Through purchasing SIPPS to provide foundational reading skills instruction for K–3 students, we will provide coherent, explicit, and systematic delivery of foundational skills across the grades. Utilizing the SIPPS curriculum will allow students to be placed in differentiated groups based on the ongoing SIPPS placement and mastery assessments.</i></p> <p><i>Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial SIPPS training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the two years of the grant.</i></p>
	<p><b>Example (action item):</b></p> <ul style="list-style-type: none"> <li>● <i>By August 2022 (Year 3), purchase the Academic Vocabulary Toolkit curriculum and provide initial and ongoing training of the curriculum throughout the implementation year.</i></li> <li>● <i>By the end of Year 2, May 2022, develop monitoring plan to including data collection to assess implementation of professional learning plan as well as cycles of improvement.</i></li> <li>● <i>By the end of Year 2, May 2022, develop communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan.</i></li> </ul>	<p><b>Example (action item):</b></p> <p><i>As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], a majority of our K–3 students are testing below proficiency in vocabulary, in addition to phonemic awareness and phonics.</i></p> <p><i>Attached is our professional learning plan [Insert Link] to support teachers, from initial training through ongoing support, of the Academic Toolkit curriculum for Year 3. Included in the professional learning plan is the administrative support, and monitoring, and communication that will support the implementation and ongoing use of the Academic Vocabulary Toolkit.</i></p>	<p><b>Example (action item):</b></p> <p><i>Through purchasing the Academic Vocabulary Toolkit to support our Tier 1 reading instruction for K–3 students, our school will become more intentional in targeting vocabulary acquisition for students. Utilizing the Academic Vocabulary Toolkit curriculum in Tier 1 instruction will allow students to receive additional vocabulary instruction which is necessary to support their core ELA/ELD curriculum.</i></p> <p><i>Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial Academic Vocabulary Toolkit training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the grant.</i></p>



	<ul style="list-style-type: none"> <li>● By August 2021, develop a monitoring plan to include data collection to assess implementation of professional learning plans as well as cycles of improvement.</li> <li>● By November 2021, create a culturally-rich library from which K-3 students can regularly borrow books (with classes and with families).</li> </ul>	<p>As seen in our <a href="#">screening data</a>, <a href="#">needs assessment</a>, and <a href="#">root cause analysis</a> a majority of our K–3 students are testing below proficiency in vocabulary, in addition to phonemic awareness and phonics.</p>	<p>Through implementation of the SIPPS curriculum to support our Tier 1 reading instruction for K–3 students, our school will become more intentional in targeting vocabulary acquisition for students. Utilizing the SIPPS curriculum in Tier 1 instruction will allow students to receive additional vocabulary instruction which is necessary to support their core ELA/ELD curriculum. Additionally, grade level teams will use a data-monitoring protocol in order to react to student assessment data and adjust their practice where necessary. As students develop fluency, they will be able to access high-interest and relevant texts to complement grade-level ELA materials.</p>
<p><b>3.2b DIAGNOSTIC ASSESSMENT INSTRUMENTS</b> Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those assessment instruments.</p>	<p><b>Example (rationale):</b> <i>No action</i></p>	<p><b>Example (rationale):</b> <i>[Insert Link] Link to district expectations/resources of evidence-based diagnostic assessments.</i>  <i>Or, [Insert Link] link to needs assessment indicating not a priority.</i></p>	<p><b>Example (rationale):</b> <i>Our district already provides and collects data from evidence-based diagnostic assessments. Our district already provided training regarding the use of the assessments.</i></p>
	<p>By the final week of August 2021, Teachers, Intervention Teacher, and aides will have completed SIPPS Diagnostic Assessment and have placed all students in k-3 to begin literacy exchange groups by September 13th.</p>	<p><a href="#">Fishbone Diagram</a> <a href="#">needs assessment</a></p>	<p>In order to meet the individual literacy needs of each student, teachers will rely on the outcomes of the SIPPS diagnostic tool to appropriately place students in k-3.</p>

**SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)**

**Category 3: PUPIL SUPPORTS (Must meet criteria OR provide rationale for not including in plan.)**

<b>Category 3 Descriptors</b>	<b>Action Item(s)</b> Specific, timebound actions describe how literacy instruction will be improved.	<b>Evidence</b> Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	<b>Explanation/Rationale</b> The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
<b>3.3a EXPANDED LEARNING PROGRAMS</b> Expanded learning programs, such as before- and after-school programs or summer school, to improve pupils' access to literacy instruction.	<b>Example (action item):</b> <i>By September 2021, hire a literacy coach to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum.</i>	<b>Example (action item):</b> <i>As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.</i>  <i>Attached is our job description for the hiring of our literacy coach [Insert Link].</i>	<b>Example (action item):</b> <i>A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A literacy coach will be utilized to coach teachers.</i>
	No action	As seen in our <a href="#">screening data</a> , <a href="#">needs assessment</a> , and <a href="#">root cause analysis</a> , this is not a priority.	Our students have the opportunity to participate in an afterschool program through our partnership with Boys & Girls Club.
<b>3.3b EXTENDED SCHOOL DAY</b> Extended school day to enable implementation of breakfast in the classroom or library models to support	<b>Example (rationale):</b> No action	<b>Example (rationale):</b> <i>[Insert Link] Link to the school's state approved core curriculum website.</i>  <i>Or [Insert Link], link to needs assessment indicating not a priority.</i>	<b>Example (rationale):</b> <i>Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. We have been focused on improving and deepening our implementation of the curriculum. During the needs assessment work, this appeared as an area of</i>

<p>expanded literacy instruction.</p>			<p><i>strength. Therefore, we are not including it in this action plan.</i></p>
<p><b>3.3c CULTURE AND CLIMATE</b> Strategies to improve school climate, pupil connectedness, attendance and to reduce exclusionary discipline practices, including in-school suspensions that may limit a pupil's time in school.</p>	<p>No action</p>	<p>As seen in our <a href="#">screening data</a>, <a href="#">needs assessment</a>, and <a href="#">root cause analysis</a>, this is not a priority.</p>	<p>Our site, in accordance with the SCUSD roll out in Spring 202, uses the KELVIN survey system to regularly acquire and access student options on connectedness and other important school culture pieces. School culture and climate are being worked on outside the scope of this action plan.</p>
<p><b>3.3d RESEARCH-BASED SEL</b> Strategies to implement research-based, social-emotional learning approaches, including restorative justice.</p>	<p>No action</p>	<p>As seen in our <a href="#">screening data</a>, <a href="#">needs assessment</a>, and <a href="#">root cause analysis</a>, this is not a priority.</p>	<p>Our site uses Second Steps SEL program to promote social and emotional learning and well-being.</p>
<p><b>3.3e EXPANDED ACCESS</b> Expanded access to the school library.</p>	<p>In support of Goal 3, September 2021, hire a librarian/intervention teacher to regularly provide access to culturally-appropriate literature (books that</p>	<p>As seen in our <a href="#">screening data</a>, <a href="#">needs assessment</a>, and <a href="#">root cause analysis</a>, increased student access to literature that will improve background knowledge</p>	<p>Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. However, there</p>

	are representative of our students' cultures, ethnicities, or neighborhoods) for K-3 students (through scheduled class library visits) and families (through before and after school open hours).	and vocabulary are an urgent need.	has been a lack of access to appropriate reading materials for students and families with a library that has been closed and not updated with books that are representative of our students' cultures, ethnicities, or neighborhoods in over 7 years.

**SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)**

**Category 4: FAMILY AND COMMUNITY SUPPORTS (Must meet criteria OR provide rationale for not including in plan.)**

<b>Category 4 Descriptors</b>	<b>Action Item(s)</b>	<b>Evidence</b>	<b>Explanation/Rationale</b>
	Specific, timebound actions describe how literacy instruction will be improved.	Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
<b>3.4a TRAUMA-INFORMED PRACTICES</b> Development of trauma-informed practices and supports for pupils and families.	<b>Example (action item):</b> <ul style="list-style-type: none"> <li>By December 2021, provide initial training for staff on identifying signs of trauma, as well as trauma-informed supports, specifically de-escalation and restorative practices, to support student literacy instruction. Monthly follow-up training will be provided.</li> <li>By May 2022, collaboratively design and develop a system to capture student voice to raise staff awareness and inform supports available to pupils as well as families.</li> </ul>	<b>Example (action item):</b> As seen in our root cause analysis [Insert Link], and our needs assessment [Insert Link], a significant percentage of students in our district are experiencing homelessness or are in foster homes where they have experienced trauma. Therefore, trauma-informed practices and supports are priorities.  Attached is the plan for developing, implementing, supporting, and monitoring trauma-informed practices and supports for the next two years [Insert Link].	<b>Example (action item):</b> Development of strategies and implementation of evidence-based supports, including training for teachers and staff on the importance of adult-student connections, de-escalation strategies, and restorative practices in order to ensure positive classroom cultures in each classroom to support high impact literacy instruction.  Through supporting teachers' creation of trauma-informed positive classroom environments at our school, student literacy learning is enhanced by

			<i>reducing students' affective filters and removing barriers to learning associated with trauma.</i>
	No action	<a href="#">HEARTS Institute Home Page</a> <a href="#">Acceptance Letter for HEARTS</a> <a href="#">Doctor Martha Merchant Home Page</a>	<ul style="list-style-type: none"> <li>● By September of 2021, teachers, intervention teacher/librarian, aides, and administrators will have trauma-informed practice professional development with Dr. Martha Merchant of UCSF.</li> <li>● By June of 2022, the Trauma-Informed Team will have completed the inaugural year of the (Health Environments and Response to Trauma in Schools (HEARTS) Institute, which builds trauma-informed capacity at school sites.</li> </ul>
<b>3.4b MENTAL HEALTH RESOURCES</b> Provision of mental health resources to support pupil learning.	<b>Example (rationale):</b> <i>No action</i>	<b>Example (rationale):</b> <i>[Insert Link] Link to school budget/SPSA/LCAP that indicates allocated funds for mental health resources.</i>  <i>Or [Insert Link], link to needs assessment indicating not a priority.</i>	<b>Example (rationale):</b> <i>We do not need to create an action item around the provision of mental health resources because these supports are already provided through our school and district.</i>
	No action	<a href="#">Needs Assessment</a>	<ul style="list-style-type: none"> <li>● For the 2021-22 academic year, Baker will fund a Student Support Center, which includes a coordinator of services for students and parents, and a social worker, for Tier 1, 2, and 3 supports.</li> <li>● For the 2021-22, Baker will have a full-time SCOE Mental Health Specialist as part of the SBMHW Program to provide direct services to students and families.</li> </ul>

<b>3.4c MULTI-TIERED SYSTEMS OF SUPPORT AND RESPONSE TO INTERVENTION</b> Strategies to implement multi-tiered systems of support (MTSS) and the response to intervention (RtI) approach.	No action	<a href="#">Needs Assessment</a>	Baker has been chosen by SCUSD as a pilot school for the Data-Based Decision Making (DBDM/MTSS) framework. As such, the Baker MTSS team will continue to work with district leaders to finetune their MTSS and to include it in conversations with all stakeholders.
<b>3.4d LITERACY TRAINING AND EDUCATION FOR PARENTS</b> Development of literacy training and education for parents to help develop a supportive literacy environment in the home.	In support of Goal 3, our school will host three (one per trimester) Family Literacy Nights at which parents of students in K-3 will be reminded of the importance of reading in any language, receive resources to help their student on their literacy journey, and learn fun ways to promote literacy for the whole family at home.	As seen in our <a href="#">screening data</a> , <a href="#">needs assessment</a> , and <a href="#">root cause analysis</a> , increased student and family access to literature and tools that will improve background knowledge and vocabulary are an urgent need.	Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. However, there has been a lack of access to appropriate reading materials for students and families with a library that has been closed and not updated with culturally-relevant books in over 7 years. Also, outreach to families regarding literacy, even in home languages, has not been a focus in recent years. Family Literacy Nights will include games, activities, and take-home activities for students and their families and will last for one hour each.

<p><b>3.4e PARENT AND COMMUNITY ENGAGEMENT</b> Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils' literacy needs.</p>	<p>In support of Goal 3, our school will host three (one per trimester) Family Literacy Nights at which parents of students in K-3 will be receive resources and tools to help their student on their literacy journey, receive books that are representative of our students' cultures, ethnicities, and neighborhoods, and learn fun ways to promote literacy for the whole family at home.</p>	<p>As seen in our <a href="#">screening data</a>, <a href="#">needs assessment</a>, and <a href="#">root cause analysis</a>, increased student and family access to literature and tools that will improve background knowledge and vocabulary are an urgent need.</p>	<p>Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. However, there has been a lack of access to appropriate reading materials for students and families with a library that has been closed and not updated with culturally-relevant books in over 7 years. Also, outreach to families regarding literacy, even in home languages, has not been a focus in recent years.</p>

# Early Literacy Support Block Grant LITERACY ACTION PLAN TEMPLATE

Statute: <https://www.cde.ca.gov/pd/ps/elsbgrantsb98.asp>

## Goal of the Early Literacy Support Block Grant

The Goal of the Early Literacy Support Block Grant is to develop and implement literacy instruction and support programs, particularly focused on literacy in early grades (TK/K–3), ultimately resulting in improved student outcomes.

The ELSB *Literacy Action Plan Template* and *Rubric* are designed to work in tandem to support sites/LEAs in the development of a three-year literacy action plan to meet the goal of the grant. The *Literacy Action Plan Template and Rubric Overview* provides a snapshot of the process for developing the *Literacy Action Plan*. Use the *Rubric* for examples of evidence to include in the *Literacy Action Plan*.

**Section 1, the Planning Phase**, is required by statute and includes stakeholder engagement, root cause analysis, and a needs assessment.

**Section 2, Literacy Action Plan Components**, is also required by statute and includes the plan's goals and actions, metrics, and expenditures that are aligned to the categories in Section 3.

**Section 3, Categories 1-4**, includes allowable programs and services. Plans must include one or more of the four categories based on the needs assessment.

The Expert Lead in Literacy will provide a step-by-step process from planning phase to plan approval, with expert technical assistance and ongoing support and feedback. Refer to the [ELSB Grant Resources Padlet](#) for additional support and resources.



## **Literacy Action Plan Template and Rubric Overview**

### **OVERVIEW** *(Required)*

- Current Site/LEA ELA/ELD Instructional Plan

### **Section 1: PLANNING PHASE** *(Required)*

- 1.1 Stakeholder Engagement
- 1.2 Root Cause Analysis
- 1.3 Needs Assessment

### **Section 2: LITERACY ACTION PLAN COMPONENTS** *(Required)*

- 2.1 Goals and Actions
- 2.2 Metrics to Measure Progress
- 2.3 Expenditures Consistent with Categories 1–4 (see below)

**Section 3: CATEGORIES 1–4** *(One or more of the following categories required. Must meet criteria OR provide rationale for not including in plan.)*

**Category 1: Access to High-Quality Literacy Teaching**

- 3.1a Support Personnel
- 3.1b Development of Strategies
- 3.1c Evidence-based Professional Development on Literacy Instruction, Achievement, and Use of Data
- 3.1d Professional Development on the Implementation of the English Language Arts/English Language Development (ELA/ELD) Framework

**Category 2: Support for Literacy Learning**

- 3.2a Literacy Curriculum and Instructional Materials
- 3.2b Diagnostic Assessment Instruments

**Category 3: Pupil Supports**

- 3.3a Expanded Learning Programs
- 3.3b Extended School Day
- 3.3c Culture and Climate
- 3.3d Research-Based Social-Emotional Learning (SEL)
- 3.3e Expanded Access to the School Library

**Category 4: Family and Community Supports**

- 3.4a Trauma-Informed Practices and Support
- 3.4b Mental Health Resources
- 3.4c Multi-Tiered Systems of Support (MTSS) and Response to Intervention
- 3.4d Literacy Training and Education for Parents
- 3.4e Parent and Community Engagement

## Early Literacy Support Block Grant LITERACY ACTION PLAN TEMPLATE

Statute: <https://www.cde.ca.gov/pd/ps/elsbgrantsb98.asp>

**LEA/District:** Sacramento City Unified

**LEA/District Contact/Project Director:** Jeannette Schroeder

**Site(s):** John Sloat

**Site Administrator(s):** Claudia Alfaro

Early Literacy Team Member	Role (Include title and/or grade level)
SeAnne Storrs	Teacher- EK
Alexia Schneider	Teacher-Kinder
Tessa Santos	Teacher-1 <sup>st</sup> Grade
Amy Brauch	Teacher- 2 <sup>nd</sup> Grade
Brittany Barbone	Teacher-3 <sup>rd</sup> Grade
Kari LaSalle	District Language Arts Training Specialist

**Add additional rows as needed.**

## LITERACY ACTION PLAN TEMPLATE

OVERVIEW OF CURRENT SITE/LEA ELA/ELD INSTRUCTIONAL PLAN (Required) (Insert additional rows as needed.)			
Tier	Area/Skill	ELA/ELD Instructional Materials	Literacy Assessments
Tier 1: Core, Universal Supports	Foundational Skills	Benchmark ELA Curriculum	CORE Phonics Survey PASS (Phonological Awareness Skills Screener)
	Language Comprehension	Benchmark ELA Curriculum	Benchmark Publisher created assessments
	English Language Development	Benchmark ELA Curriculum	
Tier 2: Targeted, Supplemental Supports	Phonics/Reading	SIPPS	District Common Foundational Skills Assessments
Tier 3: Intensive, Individualized Supports	Phonics/Reading	Sonday	District Common Foundational Skills Assessments

[Not Available a this time] [Link to Grades TK/K–3 Master Instructional Schedule.](#)

SECTION 1: PLANNING PHASE (Required)		
Criteria and Descriptors for Planning Phase	Narrative explanation of planning phase process and procedures	Name artifact(s) and include link(s) to evidence
<p><b>1.1 STAKEHOLDER ENGAGEMENT</b></p> <p>The local educational agency shall consult with stakeholders, including school staff, school leaders, parents, and community members, at each eligible school about the root cause analysis and needs assessment and proposed expenditures of the grant funds. The local educational agency may use an existing school site council established pursuant to Section 65000 of the Education Code for this purpose. If the school site council is used for this purpose, the school shall provide public notice of meetings and shall conduct meetings in the manner required by Section 35147 of the Education Code.</p>	<p>The ELSB grant was presented to the entire staff at a CT meeting. After explaining the grant the staff was given a chance to fill out a Google Form to help guide the team's work. The survey found that teachers at John Sloat had 3 areas of concern, the first was that John Sloat does not have a strong culture of literacy. The second area the teachers felt was inadequate was in the area of instructional materials to help meet the needs of students who are struggling readers. The third area that stood out to the team was the problem that John Sloat does not have a process, training, or the time set aside to analyze student literacy data and make plans to support struggling readers. Survey also revealed teachers want and need training in best practices for providing instruction to all students on foundational reading skills.</p> <p>The grant was presented to members of the ELAC and School Site Council. They were asked to provide input about what they felt were needs around literacy at the site. Members of both councils shared their concerns about access to the school library and agreed that having a school librarian would increase student access to reading in the morning as well as during recess. Both councils were excited about the use of the SIPPS program and several questions were answered about how that would look for both primary and intermediate students. The ELAC and School Site council expressed gratitude to the teachers who participated in the ELSB training.</p> <p>The grant was discussed informally with parents during the site's "Coffee With The Principal". One parent asked about the frequency of the parent literacy nights. We noted that parents preferred no more than 3 to 4 sessions throughout the year. Story time for primary students</p>	<p><a href="#">Staff Survey</a>  <a href="#">Staff CT Agenda</a>  <a href="#">SCC/ELAC Agenda</a></p>

	<p>during the evening a few times a year was another good suggestion. We would like to provide these story times in different languages in order to foster and support student's home languages.</p>	
<p><b>1.2 ROOT CAUSE ANALYSIS</b>  The root cause analysis and needs assessment shall examine both school-level and local educational agency-level practices or unmet needs, including those relating to school climate, social-emotional learning, and the experience of pupils who are below grade-level standard on the English language arts content standards adopted by the State Board of Education and their families, that have contributed to low pupil outcomes for pupils in grade 3 on the consortium summative assessment in English language arts.</p> <p>The root cause analysis and needs assessment shall identify the strengths and weaknesses of both the eligible school and the local educational agency with regard to literacy instruction in kindergarten and grades 1 to 3, inclusive. The local educational agency shall review all relevant diagnostic measures, including, but not limited to, pupil performance data, data on effective and ineffective practices, and equity and performance gaps.</p>	<p>As a leadership team we identified the needs of our school site over the course of several meetings. First, we identified barriers that kept our students from achieving literacy. We looked for barriers in the areas of assessment, curriculum, and overall reading resources. In another session we refined the fishbone to focus on the barriers that were in the scope of our control. We found that as a site we could control the instructional materials at the site, teacher access to high quality professional development, using data to drive instruction, and creating a strong literacy community with our students. Finally, the barriers were placed into 3 larger categories; assessments, professional development needs, and lack of effective instructional materials. This then became the document we referred back to during our sessions around our needs assessment and goal creation.</p>	<p>Site Root Cause Analysis: <a href="#">Team Fishbone Organizer</a></p> <p><a href="#">DIBELS Data</a>  <a href="#">PASS Data</a>  <a href="#">2nd Grade Comprehension Data</a></p>
<p><b>1.3 NEEDS ASSESSMENT</b>  The root cause analysis and needs assessment shall examine both school-level and local educational agency-level practices or unmet needs, including those relating to school climate, social-emotional learning, and the experience of pupils who are below grade-</p>	<p>Before getting to the needs assessment the team was given the opportunity to learn about components of a high quality ELA curriculum and spend time examining and discussing our district adopted curriculum. Through the discussion the team found several gaps in the adopted curriculum that may be impacting early literacy. This helped set up the team for the root cause analysis. After completing the root cause analysis the team moved on to creating SMARTe goals for the site. We</p>	<p><a href="#">Discussion Note Catcher</a>  <a href="#">Needs Assessment SMART Goals</a></p>

<p>level standard on the English language arts content standards adopted by the State Board of Education and their families, that have contributed to low pupil outcomes for pupils in grade 3 on the consortium summative assessment in English language arts.</p> <p>The root cause analysis and needs assessment shall identify the strengths and weaknesses of both the eligible school and the local educational agency with regard to literacy instruction in kindergarten and grades 1 to 3, inclusive. The local educational agency shall review all relevant diagnostic measures, including, but not limited to, pupil performance data, data on effective and ineffective practices, and equity and performance gaps.</p>	<p>looked for goals that would provide a long term change for the site. An overarching idea that led the discussion was changing our school culture to value reading and cultivating a love of reading. The team chose to focus on the area curriculum and decided to purchase SIPPS Curriculum to fill that gap in the root cause analysis. As the conversation progressed it turned to using data to drive instruction and another gap from the root cause analysis, using data to drive instruction. More specifically the team focused on the lack of time and training to sit as a team and look at data. This was how goal 2 came to be a part of our action plan. With a lens towards looking for changes that would make a long term change the discussion came around to the idea that as a site there had not been access to training that was around the science of teaching reading and not a publisher focused training of components. This led to the 3rd goal of receiving training that would be focused on the science of reading and could be utilized regardless of the reading curriculum the district had in place.</p>	
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SECTION 2: LITERACY ACTION PLAN COMPONENTS (Required)				
<b>2.1 Literacy Goal</b> <b>“Big Picture”</b> Focus of improvement centered on TK/K–3 literacy instruction <ul style="list-style-type: none"> <li>• Site/LEA practices or issues</li> <li>• Evidence-based rigorous goal</li> </ul>	<b>2.1 Rationale</b> <b>“Why you chose the goal”</b> Connect to stakeholder engagement, root cause analysis, and needs assessment evident in identified goals.	<b>2.1 Evidence</b> <b>“Artifacts that back up the rationale and support why you chose the goal”</b> Include links to supporting evidence.	<b>2.1 Action Item(s)</b> <b>“Specific, timebound actions that describe how the literacy instructional program will be improved”</b> <ul style="list-style-type: none"> <li>• Align action items to the goal</li> <li>• Design to impact literacy outcomes</li> <li>• Write as SMART goal</li> </ul>	<b>2.2 Metrics</b> <b>“How you will measure progress on actions (implementation) and/or growth (student data) and how often”</b> Articulate plan that includes: <ul style="list-style-type: none"> <li>• Tool/Metric</li> <li>• Intervals</li> <li>• Monitoring and adjusting</li> </ul>
<b>Example:</b> Provide explicit, systematic phonics instruction	<i>Root cause analysis and needs assessment revealed incoherent delivery of phonics instruction,</i>	<i>Screening data shows low student performance.</i>  <i>[Insert Link] Link to needs</i>	<ul style="list-style-type: none"> <li>• <i>By August 2021 (Year 2), purchase SIPPS for year 2 implementation By October 2021, initial training for all K–3</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>PD Plan</i></li> <li>• <i>Invoices</i></li> <li>• <i>Placement assessment data</i></li> <li>• <i>SIPPS Mastery test data</i></li> </ul>

	<i>materials used, and low student performance across the grades.</i>	<i>assessment and root cause analysis provided</i>	<i>and support staff, and provide monthly follow up sessions</i> <ul style="list-style-type: none"> <li>• <i>By the first month of school, groups formed based on placement data</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Classroom implementation observation data</i></li> </ul>
<b>Example:</b> <i>Provide explicit, academic vocabulary instruction.</i>	<b>Example:</b> <i>Root cause analysis and needs assessment revealed inconsistent delivery of academic vocabulary instruction.</i>	<b>Example:</b> <i>Screening data revealed low student scores in vocabulary across K–3.</i>  <i>[Insert Link] Link to needs assessment and root cause analysis</i>	<b>Example:</b> <ul style="list-style-type: none"> <li>• <i>By August 2022 (Year 3), purchase Academic Vocabulary Toolkit</i></li> <li>• <i>By October 2022, initial training for all K–3 teachers and support staff, with monthly follow-up sessions</i></li> </ul>	<b>Example:</b> <ul style="list-style-type: none"> <li>• <i>PD Plan</i></li> <li>• <i>Invoices</i></li> <li>• <i>iReady diagnostic data</i></li> <li>• <i>Curriculum-embedded formative assessment data (core curriculum and Academic Vocabulary Toolkit)</i></li> <li>• <i>ELPAC data</i></li> </ul>
1. We will improve the lack of Effective Instruction and materials grades K-3rd grade by purchasing and implementing supplemental materials that support phonics (SIPPS) as measured by district foundational skills assessments by the end of March 2022.	The team discussions, stakeholder surveys, root cause analysis revealed a need for a research-based, systematic, and explicit phonics program to support the students development of literacy	Student data showed a need to focus on phonics instruction as well as encoding and decoding  <a href="#">Root Cause Analysis</a> <a href="#">Needs Assessment</a> <a href="#">Student Data</a>	In support of goal one, by September 2021 have SIPPS Curriculum purchased and in teachers hands  In support of goal 1, by October 2021 have teachers formally trained on SIPPS, the training will go over the lesson structure and curriculum as well as the diagnostic and placement assessments that are a part of the curriculum.  In support of goal 1, by the end of October 2021 teachers will have administered the SIPPS diagnostic assessmentAssessment and be ready to start instruction  In support of goal 1 and 2, by the	<ul style="list-style-type: none"> <li>• District Foundation Skills Assessments</li> <li>• SIPPS Placement Assessment</li> <li>• Invoices</li> <li>• PD Agendas</li> <li>• Per diem time sheets</li> </ul>



			<p>end of August 2021 teachers in grades K-3 will be paid for 2 optional days used to begin the SIPPS Placement testing and district common foundational skills assessments</p> <p>In support of goal 1, by October 2021 a librarian will be hired to help organize and provide extended access to independent reading materials that students can utilize to practice reading skills</p>	
<p>2. We will improve student reading outcomes by using data to drive our instruction using an Academic Conference format to examine student data and plan next steps for instruction as measured by district foundational skills common assessments by the end of each trimester .</p>	<p>The team discussions, stakeholder surveys, and root cause analysis revealed a need for a process to pull and analyze data in a systematic way. It was also revealed that teachers need time to set goals and create instructional plans around what they discovered from the data. A portion of the day will be spent looking at the diagnostic assessments and results brought to the session. We will use the time to solidify teachers' understanding about what the assessment is measuring, why the assessment is given, as well as how to use it to guide next steps.</p>	<p>Student data shows a need to examine student data and refine literacy instruction based on the data</p> <p><a href="#">Root Cause Analysis Needs Assessment Discussion Note Catcher</a></p>	<p>In support goal 2, by June 2022 the K-2 teachers will have had 3 formal Academic Conference sessions</p> <p>In support of goal 2, by the end of October 2021 teachers will have given the first round of assessments to be used during the first Academic Conference</p> <p>In support of goal 2, teachers will be provided a substitute teacher to cover their class and allow them to attend the Academic Conference during the school day</p> <p>In support of goal 1 and 2, By the end of August 2021 teachers in grades K-3 will be paid for 2 optional days used to begin the SIPPS Placement testing and district</p>	<ul style="list-style-type: none"> <li>● Academic Conference Agendas</li> <li>● District Foundational Skills Assessments</li> <li>● SIPPS Placement Assessment</li> <li>● SIPPS Mastery Assessments</li> <li>● Grade Level Instructional Plans or SMART Goals</li> <li>● Per diem time sheets</li> </ul>

			common foundational skills assessments.	
3.				
[Insert additional rows as needed for additional goals.]				
<b>2.3 Expenditures Consistent with Categories <a href="#">ELSB Budget Docs</a></b>				

<b>SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)</b>			
<b>Category 1: ACCESS to HIGH-QUALITY LITERACY TEACHING (Must meet criteria OR provide rationale for not including in plan.)</b>			
<b>Category 1 Descriptors</b>	<b>Action Item(s)</b>	<b>Evidence</b>	<b>Explanation/Rationale</b>
	Specific, timebound actions describe how literacy instruction will be improved.	Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
<b>3.1a SUPPORT PERSONNEL</b> Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to	<b>Example (action item):</b> <i>By September 2021, hire a literacy coach to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum.</i>	<b>Example (action item):</b> <i>As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.</i>  <i>Attached is our job description for the hiring of our literacy coach [Insert Link].</i>	<b>Example (action item):</b> <i>A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A literacy coach will be utilized to coach teachers.</i>

support English learner programs.	By August 2021, establish an MOU and an agreement with the Sacramento County Office Education for professional development services to be provided by a literacy expert to work with Tk-3rd grade teachers.	As seen in our <a href="#">student data</a> , many TK-3 grade students at John Sloat are struggling with gaps in their foundational reading skills. Teachers need time to meet with an instructional coach who can provide guidance and strategies to help meet students' needs. The instructional coach will also be able to support the teachers in the refinement of their implementation of the SIPPS curriculum.	The content area expert will be responsible for meeting with TK-3rd grade teachers during the school day while a substitute covers the classroom. The sessions will involve looking at student work, reviewing upcoming SIPPS lessons, planning Tier 1 and Tier 2 instruction around literacy, and culturally relevant teaching.
<b>3.1b DEVELOPMENT OF STRATEGIES</b> Development of strategies to provide culturally responsive curriculum and instruction.	<b>Example (rationale):</b> <i>No action</i>	<b>Example (rationale):</b> <i>[Insert Link] Link to the school's state approved core curriculum website.</i>  <i>Or [Insert Link] Link to needs assessment indicating not a priority</i>	<b>Example (rationale):</b> <i>Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. We have been focused on improving and deepening our implementation of the curriculum. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.</i>
	No action	While the team sees the need and importance for this area they have chosen not to prioritize it at this time. <a href="#">Root cause analysis</a>	The team had to make some hard decisions around prioritizing the money for the ELSB Grant and this area is not a focal area at this time.
<b>3.1c EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON LITERACY INSTRUCTION,</b>	By September 2021, have a contract with the publisher of SIPPS to provide training to TK-3rd grade students.	As seen in our <a href="#">root cause analysis</a> and <a href="#">stakeholder survey</a> teachers want and need training in best practices for providing instruction to all students on foundational reading skills.	The training will be provided by an outside contractor during the 1st trimester. Tk-3rd grade teachers will be given substitutes to cover their classrooms so they can attend the training during the school day.

<b>ACHIEVEMENT, AND USE OF DATA</b> Evidence-based professional development for teachers, instructional aides, and school leaders regarding literacy instruction and literacy achievement and the use of data to help identify and support struggling pupils.			The training will be a full day (6 hour) training for all K-3rd grade teachers at John Sloat.
	By June 2022, the members of the ELSB Literacy team will complete the OERA training through CORE	As seen in our <a href="#">root cause analysis</a> and <a href="#">stakeholder survey</a> teachers want and need training in best practices for providing instruction to all students on foundational reading skills.	the team will engage in independent work as well as follow-up sessions with instructors from CORE to complete the OERA training
<b>3.1d PROFESSIONAL DEVELOPMENT ON THE IMPLEMENTATION OF THE ENGLISH LANGUAGE ARTS/ ENGLISH LANGUAGE DEVELOPMENT FRAMEWORK</b> Professional development for teachers and school leaders regarding implementation of the ELA/ELD Framework and the use of data to support effective instruction.	No action	This is a priority but we will not be using ELSB Grant money to fund this. We will instead utilize the district provided ELA/ELD Training Specialist to provide training on this. <a href="#">Root cause analysis</a>	The district provided ELA/ELD Training Specialist is scheduled to provide training on the framework during common planning time.

**SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)**

Category 2: SUPPORT for LITERACY LEARNING (Must meet criteria OR provide rationale for not including in plan.)			
Category 2 Descriptors	Action Item(s)	Evidence	Explanation/Rationale
<b>3.2a LITERACY CURRICULUM AND INSTRUCTIONAL MATERIALS</b> Purchase of literacy curriculum resources and instructional materials aligned with the ELA content standards and the ELA/ELD framework, but only if the Literacy Action Plan also includes professional development for staff on effective use of these materials.	<b>Example (action item):</b> <ul style="list-style-type: none"> <li>By August 2021, purchase SIPPS curriculum and provide initial and ongoing training of the curriculum throughout the implementation year.</li> <li>By August 2021, develop monitoring plan to include data collection to assess implementation of professional learning plan as well as cycles of improvement.</li> <li>By August 2021, develop communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan.</li> </ul>	<b>Example (action item):</b> As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], a majority of our K–3 students are testing below proficiency in phonemic awareness and phonics.  Attached is our professional learning plan [Insert Link] to support teachers, from initial training through ongoing support, of the SIPPS curriculum for Years 2 and 3. Included in the professional learning plan is the administrative support, monitoring, and communication that will support the implementation and ongoing use of SIPPS.	<b>Example (action item):</b> Through purchasing SIPPS to provide foundational reading skills instruction for K–3 students, we will provide coherent, explicit, and systematic delivery of foundational skills across the grades. Utilizing the SIPPS curriculum will allow students to be placed in differentiated groups based on the ongoing SIPPS placement and mastery assessments.  Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial SIPPS training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the two years of the grant.
	<b>Example (action item):</b> <ul style="list-style-type: none"> <li>By August 2022 (Year 3), purchase the Academic Vocabulary Toolkit curriculum and provide initial and ongoing training of the curriculum throughout the implementation year.</li> <li>By the end of Year 2, May 2022, develop monitoring plan to including data collection to assess implementation of professional learning plan as well as cycles of improvement.</li> </ul>	<b>Example (action item):</b> As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], a majority of our K–3 students are testing below proficiency in vocabulary, in addition to phonemic awareness and phonics.  Attached is our professional learning plan [Insert Link] to support teachers, from initial training through	<b>Example (action item):</b> Through purchasing the Academic Vocabulary Toolkit to support our Tier 1 reading instruction for K–3 students, our school will become more intentional in targeting vocabulary acquisition for students. Utilizing the Academic Vocabulary Toolkit curriculum in Tier 1 instruction will allow students to receive additional vocabulary instruction which is necessary to support their core ELA/ELD curriculum.

	<ul style="list-style-type: none"> <li>By the end of Year 2, May 2022, develop communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan.</li> </ul>	ongoing support, of the Academic Toolkit curriculum for Year 3. Included in the professional learning plan is the administrative support, and monitoring, and communication that will support the implementation and ongoing use of the Academic Vocabulary Toolkit.	Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial Academic Vocabulary Toolkit training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the grant.
	By September 2021, have SIPPS materials for all K-3 teachers.	As seen in our <a href="#">root cause analysis</a> and <a href="#">stakeholder survey</a> teachers want and need training in best practices for providing instruction to all students on foundational reading skills.	Materials will be purchased and all teachers in grades K-3 will have a full set of the curriculum to use for instruction and intervention
	By the end of the 1st trimester have teachers formally trained on SIPPS Curriculum and diagnostic assessments used as a part of the curriculum	As seen in our <a href="#">root cause analysis</a> and <a href="#">stakeholder survey</a> teachers want and need training in best practices for providing instruction to all students on foundational reading skills.	Teachers will receive initial training as well as follow-up training on the SIPPS program. The District Training Specialist and SCOE content expert will provide coaching to support the initial training.
	By the end of October 2021 teachers will have administered the SIPPS Diagnostic Assessment and be ready to start instruction	As seen in our <a href="#">root cause analysis</a> and <a href="#">stakeholder survey</a> teachers want and need training in best practices for providing instruction to all students on foundational reading skills.	The data from the SIPPS Diagnostic Assessment will be used to begin classroom instruction as well as be used for the 1st Academic Conference as a student data point.
<b>3.2b DIAGNOSTIC ASSESSMENT INSTRUMENTS</b> Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those	<b>Example (rationale):</b> No action	<b>Example (rationale):</b> [Insert Link] Link to district expectations/resources of evidence-based diagnostic assessments.  Or, [Insert Link] link to needs assessment indicating not a priority.	<b>Example (rationale):</b> Our district already provides and collects data from evidence-based diagnostic assessments. Our district already provided training regarding the use of the assessments.
	No action	While the team sees the need and importance for this area they have chosen not to prioritize it at this time. <a href="#">Root cause analysis</a>	The district has a battery of Foundational Reading Skills Assessments that the teachers already give. There was several trainings on these assessments

assessment instruments.			this year and there will be follow-up trainings next year.

**SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)**

**Category 3: PUPIL SUPPORTS (Must meet criteria OR provide rationale for not including in plan.)**

<b>Category 3 Descriptors</b>	<b>Action Item(s)</b>	<b>Evidence</b>	<b>Explanation/Rationale</b>
	Specific, timebound actions describe how literacy instruction will be improved.	Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
<b>3.3a EXPANDED LEARNING PROGRAMS</b> Expanded learning programs, such as before- and after-school programs or summer school, to improve pupils' access to literacy instruction.	<b>Example (action item):</b> <i>By September 2021, hire a literacy coach to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum.</i>	<b>Example (action item):</b> <i>As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.</i>  <i>Attached is our job description for the hiring of our literacy coach [Insert Link].</i>	<b>Example (action item):</b> <i>A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A literacy coach will be utilized to coach teachers.</i>
	No Action	While the team sees the need and importance for this area they have chosen not to prioritize it at this time. <a href="#">Root cause analysis</a>	The team had to make some hard decisions around prioritizing the money for the ELSB Grant and this area is not a focal area at this time.

<b>3.3b EXTENDED SCHOOL DAY</b> Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.	<b>Example (rationale):</b> No action	<b>Example (rationale):</b> [Insert Link] Link to the school's state approved core curriculum website.  Or [Insert Link], link to needs assessment indicating not a priority.	<b>Example (rationale):</b> Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. We have been focused on improving and deepening our implementation of the curriculum. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.
	No Action	While the team sees the need and importance for this area they have chosen not to prioritize it at this time. <a href="#">Root cause analysis</a>	The team had to make some hard decisions around prioritizing the money for the ELSB Grant and this area is not a focal area at this time.
<b>3.3c CULTURE AND CLIMATE</b> Strategies to improve school climate, pupil connectedness, attendance and to reduce exclusionary discipline practices, including in-school suspensions that may limit a pupil's time in school.	No Action	While the team sees the need and importance for this area they have chosen not to prioritize it at this time. <a href="#">Root cause analysis</a>	The team had to make some hard decisions around prioritizing the money for the ELSB Grant and this area is not a focal area at this time.
<b>3.3d RESEARCH-BASED SEL</b> Strategies to implement	No Action	While the team sees the need and importance for this area they have chosen not to prioritize it at this time. <a href="#">Root cause analysis</a>	The team had to make some hard decisions around prioritizing the money for the ELSB Grant and this area is not a focal area at this time.



<p>research-based, social-emotional learning approaches, including restorative justice.</p>			
<p><b>3.3e EXPANDED ACCESS</b> Expanded access to the school library.</p>	<p>By September 2021, hire a full time librarian to expand TK-3rd grade students' access to books in order to practice skills taught in the classroom. The librarian will be hired in support of goal 1 to support students with the fluency reading portion of the reading block as outlined by the SIPPS curriculum. The librarian will be responsible for ensuring that TK-3rd grade students have access to high quality and high interest reading material to be used during the reading block including decodables.</p>	<p>As seen in our <a href="#">root cause analysis</a>, students need more access to an organized and welcoming library in order to access books to help build fluency. The library needs to be open, before and after school as well as during recess and lunch times to ensure students have access to it. The current library received a grant to purchase new books, however it is largely inaccessible to students in grades K-3 without a person to organize, check out, and promote the books.</p> <p>Another area on the needs assessment was that students need to spend time reading in order to build fluency. Currently at the school site there are not a lot of people who have time during the day to devote to sitting with students one on one in grades K-3 and listening to them read. In addition to shelving books, opening the library for 1st-3rd recess time, planning and preparing Family Literacy Nights, the librarian would be responsible for making appointments with 1st-3rd grade students to sit and read together.</p>	<p>A part of building foundational reading skills is giving students in grades K-3 a chance to visit and check out books from the library during the school day. This will provide the opportunity to practice their reading skills on books that interest and engage them. Currently the school has been able to purchase some new books with characters and themes that are representative of the students at John Sloat. Having the books is half the battle, because the students need access. The librarian will be responsible for maintaining the library as a welcoming and organized place for students. The librarian will also be responsible for sharing and promoting new titles as well as providing extended access for students at John Sloat. The librarian will work in conjunction with teachers to support the themes in the district adopted ELA curriculum by spotlighting books and resources that support the current themes. In the mornings the librarian will be responsible for hosting K-3rd grade classroom visits. As a part of the visit the students would be able to check out books, hear a book talk about a new or exciting book, and have a story read aloud to them by the librarian.</p> <p>The librarians afternoons would be spent shelving books and general care of the library, opening the library during the 1st-3rd grade afternoon recess time, planning family literacy nights, and scheduling time to sit and listen to K-3 students read a book, deodable, or poem of their choice. The goal of these</p>

			<p>times would be to motivate students to practice the skills they have been taught and work on building their fluency. The librarian will be able to provide small corrective feedback as the students read. As part of the K-3 parent nights, families will be invited to access the library to help support reading practice at home to build the literacy community at the site. The librarian will be responsible for planning and hosting the K-3 Literacy Family Nights.</p> <p>Students in grades 4-6 will be able to visit the library but their teachers will need to be responsible for checking out books and reading a story if they choose to. The librarian's work will be focused on creating a joy of and climate of reading in students in grades K-3.</p>

**SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)**

**Category 4: FAMILY AND COMMUNITY SUPPORTS (Must meet criteria OR provide rationale for not including in plan.)**

<b>Category 4 Descriptors</b>	<b>Action Item(s)</b> Specific, timebound actions describe how literacy instruction will be improved.	<b>Evidence</b> Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	<b>Explanation/Rationale</b> The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
<b>3.4a TRAUMA-INFORMED PRACTICES</b>	<b>Example (action item):</b> <ul style="list-style-type: none"> <li>By December 2021, provide initial training for</li> </ul>	<b>Example (action item):</b> As seen in our root cause analysis [Insert Link], and	<b>Example (action item):</b> Development of strategies and implementation of

Development of trauma-informed practices and supports for pupils and families.	<p>staff on identifying signs of trauma, as well as trauma-informed supports, specifically de-escalation and restorative practices, to support student literacy instruction. Monthly follow-up training will be provided.</p> <ul style="list-style-type: none"> <li>By May 2022, collaboratively design and develop a system to capture student voice to raise staff awareness and inform support available to pupils as well as families.</li> </ul>	<p>our needs assessment [Insert Link], a significant percentage of students in our district are experiencing homelessness or are in foster homes where they have experienced trauma. Therefore, trauma-informed practices and supports are priorities.</p> <p>Attached is the plan for developing, implementing, supporting, and monitoring trauma-informed practices and supports for the next two years [Insert Link].</p>	<p>evidence-based supports, including training for teachers and staff on the importance of adult-student connections, de-escalation strategies, and restorative practices in order to ensure positive classroom cultures in each classroom to support high impact literacy instruction.</p> <p>Through supporting teachers' creation of trauma-informed positive classroom environments at our school, student literacy learning is enhanced by reducing students' affective filters and removing barriers to learning associated with trauma.</p>
	No Action	While the team sees the need and importance for this area they have chosen not to prioritize it at this time. <a href="#">Root cause analysis</a>	The team had to make some hard decisions around prioritizing the money for the ELSB Grant and this area is not a focal area at this time.
<b>3.4b MENTAL HEALTH RESOURCES</b> Provision of mental health resources to support pupil learning.	<p><b>Example (rationale):</b> No action</p>	<p><b>Example (rationale):</b> [Insert Link] Link to school budget/SPSA/LCAP that indicates allocated funds for mental health resources.</p> <p>Or [Insert Link], link to needs assessment indicating not a priority.</p>	<p><b>Example (rationale):</b> We do not need to create an action item around the provision of mental health resources because these supports are already provided through our school and district.</p>
	No Action	While the team sees the need and importance for this area they have chosen not to prioritize it at this time. <a href="#">Root cause analysis</a>	The team had to make some hard decisions around prioritizing the money for the ELSB Grant and this area is not a focal area at this time.

<b>3.4c MULTI-TIERED SYSTEMS OF SUPPORT AND RESPONSE TO INTERVENTION</b> Strategies to implement multi-tiered systems of support (MTSS) and the response to intervention (RtI) approach.	No Action	While the team sees the need and importance for this area they have chosen not to prioritize it at this time. <a href="#">Root cause analysis</a>	The team had to make some hard decisions around prioritizing the money for the ELSB Grant and this area is not a focal area at this time.
<b>3.4d LITERACY TRAINING AND EDUCATION FOR PARENTS</b> Development of literacy training and education for parents to help develop a supportive literacy environment in the home.	By June 2022, the site will hold 2 parent and family literacy training sessions.	As seen in our <a href="#">root cause analysis</a> the literacy team believes that by supporting parents with training the site will see an increase in student attitudes around reading and begin to build a literacy community on the site.	The goals of the family literacy sessions are two-fold. First the team hopes that by bringing training or support to parents they will feel more comfortable and welcome speaking to the staff about literacy. The school librarian will play a pivotal role in these trainings. Tips on how to read with their students, using environmental text to practice reading, practicing foundational reading skills, etc will be provided and practiced at the event. The second goal is that student overall attitudes and motivation around literacy will improve. Reading and literacy will be promoted to build the joy of reading.
<b>3.4e PARENT AND COMMUNITY ENGAGEMENT</b> Strategies to improve parent and community engagement and to improve	By June 2022, the site will hold 2 parent and family literacy training sessions.	As seen in our <a href="#">root cause analysis</a> the literacy team believes that by supporting parents with training the site will see an increase in student attitudes around reading and less reluctance and disengagement from students during reading instruction. The goal is to	The goals of the family literacy sessions are two-fold. First the team hopes that by bringing training or support to parents they will feel more comfortable and welcome speaking to the staff about literacy. The parents will leave with tips and routines to use at home to help promote reading. The second goal is

communication with parents regarding how to address pupils' literacy needs.		have parents and teachers seen as a team supporting reading.	that student overall attitudes and motivation around literacy will improve. Feedback from the sessions will be collected to improve and refine the sessions to meet the needs of the families.

# Early Literacy Support Block Grant LITERACY ACTION PLAN TEMPLATE

Statute: <https://www.cde.ca.gov/pd/ps/elsbgrantsb98.asp>

## Goal of the Early Literacy Support Block Grant

The Goal of the Early Literacy Support Block Grant is to develop and implement literacy instruction and support programs, particularly focused on literacy in early grades (TK/K–3), ultimately resulting in improved student outcomes.

The ELSB *Literacy Action Plan Template* and *Rubric* are designed to work in tandem to support sites/LEAs in the development of a three-year literacy action plan to meet the goal of the grant. The *Literacy Action Plan Template and Rubric Overview* provides a snapshot of the process for developing the *Literacy Action Plan*. Use the *Rubric* for examples of evidence to include in the *Literacy Action Plan*.

**Section 1, the Planning Phase**, is required by statute and includes stakeholder engagement, root cause analysis, and a needs assessment.

**Section 2, Literacy Action Plan Components**, is also required by statute and includes the plan's goals and actions, metrics, and expenditures that are aligned to the categories in Section 3.

**Section 3, Categories 1-4**, includes allowable programs and services. Plans must include one or more of the four categories based on the needs assessment.

The Expert Lead in Literacy will provide a step-by-step process from planning phase to plan approval, with expert technical assistance and ongoing support and feedback. Refer to the [ELSB Grant Resources Padlet](#) for additional support and resources.

## **Literacy Action Plan Template and Rubric Overview**

### **OVERVIEW** *(Required)*

- Current Site/LEA ELA/ELD Instructional Plan

### **Section 1: PLANNING PHASE** *(Required)*

- 1.1 Stakeholder Engagement
- 1.2 Root Cause Analysis
- 1.3 Needs Assessment

### **Section 2: LITERACY ACTION PLAN COMPONENTS** *(Required)*

- 2.1 Goals and Actions
- 2.2 Metrics to Measure Progress
- 2.3 Expenditures Consistent with Categories 1–4 (see below)

**Section 3: CATEGORIES 1–4** *(One or more of the following categories required. Must meet criteria OR provide rationale for not including in plan.)*

**Category 1: Access to High-Quality Literacy Teaching**

- 3.1a Support Personnel
- 3.1b Development of Strategies
- 3.1c Evidence-based Professional Development on Literacy Instruction, Achievement, and Use of Data
- 3.1d Professional Development on the Implementation of the English Language Arts/English Language Development (ELA/ELD) Framework

**Category 2: Support for Literacy Learning**

- 3.2a Literacy Curriculum and Instructional Materials
- 3.2b Diagnostic Assessment Instruments

**Category 3: Pupil Supports**

- 3.3a Expanded Learning Programs
- 3.3b Extended School Day
- 3.3c Culture and Climate
- 3.3d Research-Based Social-Emotional Learning (SEL)
- 3.3e Expanded Access to the School Library

**Category 4: Family and Community Supports**

- 3.4a Trauma-Informed Practices and Support
- 3.4b Mental Health Resources
- 3.4c Multi-Tiered Systems of Support (MTSS) and Response to Intervention
- 3.4d Literacy Training and Education for Parents
- 3.4e Parent and Community Engagement



## Early Literacy Support Block Grant LITERACY ACTION PLAN TEMPLATE

Statute: <https://www.cde.ca.gov/pd/ps/elsbgrantsb98.asp>

**LEA/District:** Sacramento City Unified School District

**LEA/District Contact/Project Director:** Jeannette Schroeder

**Site(s):** John H. Still K-8 School

**Site Administrator(s):** Reginald Brown

Early Literacy Team Member	Role (Include title and/or grade level)
Reginald Brown	Principal
Phoebe Tran	Kindergarten Teacher
Cheryl Sutherland	1 <sup>st</sup> Grade Teacher
Heidi Lynch	2 <sup>nd</sup> Grade Teacher
Andrea Whalen	3 <sup>rd</sup> Grade Teacher
Joanna Evans	Site Instruction Coordinator

**Add additional rows as needed.**

## LITERACY ACTION PLAN TEMPLATE

OVERVIEW OF CURRENT SITE/LEA ELA/ELD INSTRUCTIONAL PLAN (Required) (Insert additional rows as needed.)				
Tier	Area/Skill	ELA/ELD Instructional Materials	Literacy Assessments	Expanded Literacy Access
Tier 1: Core, Universal Supports	Foundational Skills	SIPPS, Benchmark Advance	SIPPS, Benchmark Advance	Library Skills
	Language Comprehension	SIPPS, Benchmark Advance	SIPPS, Benchmark Advance	
	English Language Development	Benchmark Advance	Benchmark Advance	
Tier 2: Targeted, Supplemental Supports		SIPPS	SIPPS	Additional Library Access
Tier 3: Intensive, Individualized Supports	RSP	Sonday	Sonday	Accelerated Reader

[Insert Link] Link to Grades TK/K–3 Master Instructional Schedule. [https://drive.google.com/file/d/1\\_1oe\\_yZiOc-H2HZVwWMj\\_ve3QHAt4NZK/view?usp=sharing](https://drive.google.com/file/d/1_1oe_yZiOc-H2HZVwWMj_ve3QHAt4NZK/view?usp=sharing)

SECTION 1: PLANNING PHASE (Required)		
Criteria and Descriptors for Planning Phase	Narrative explanation of planning phase process and procedures	Name artifact(s) and include link(s) to evidence
<p><b>1.1 STAKEHOLDER ENGAGEMENT</b></p> <p>The local educational agency shall consult with stakeholders, including school staff, school leaders, parents, and community members, at each eligible school about the root cause analysis and needs assessment and proposed expenditures of the grant funds. The local educational agency may use an existing school site council established pursuant to Section 65000 of the Education Code for this purpose. If the school site council is used for this purpose, the school shall provide public notice of meetings and shall conduct meetings in the manner required by Section 35147 of the Education Code.</p>	<p>We meet multiple times with our staff in Staff meetings, to go over the parameters of the grant and discuss the expectations for our Leadership team and our primary teachers. This grant will help us maintain the level of ELA/ELD instructional support that we had from our School Improvement Grant.</p> <p>We meet with our DBDM/MTSS team and our ELSB Leadership team to identify data points that will be useful in measuring student and grade level growth.</p> <p>We meet with our SSC/ELAC committee to discuss the purpose and the impact the grant will have on our primary programs.</p>	<p><i>John Still Staff Meeting Link</i>  <a href="https://docs.google.com/document/d/1tHPWmSZXqj3bX2wROhqQvzttSW15D4Z-ZsljDC8zusQ/edit?usp=sharing">https://docs.google.com/document/d/1tHPWmSZXqj3bX2wROhqQvzttSW15D4Z-ZsljDC8zusQ/edit?usp=sharing</a></p> <p><a href="https://docs.google.com/document/d/1zLTFYZStHw-s7gQ_YvBJ-R7HQ1YX3gNY5YJFLtxrupw/edit?usp=sharing">https://docs.google.com/document/d/1zLTFYZStHw-s7gQ_YvBJ-R7HQ1YX3gNY5YJFLtxrupw/edit?usp=sharing</a></p> <p><a href="https://drive.google.com/file/d/1NI4Ex4dJOPbbsBvOaQOuFAPGluPOHdXn/view?usp=sharing">https://drive.google.com/file/d/1NI4Ex4dJOPbbsBvOaQOuFAPGluPOHdXn/view?usp=sharing</a></p> <p><i>Leadership Meeting Link</i>  <a href="https://docs.google.com/document/d/125IH-HbBBNae4_dazBqWrjwfQaRefVf9w3cMUKPNbNA/edit?usp=sharing">https://docs.google.com/document/d/125IH-HbBBNae4_dazBqWrjwfQaRefVf9w3cMUKPNbNA/edit?usp=sharing</a></p> <p><i>SSC/ELAC meeting</i>  <a href="https://docs.google.com/document/d/1zxrpzOR-v69zmVuua7sM7jVygDdqWLYSQVMIOSv7BGQ/edit?usp=sharing">https://docs.google.com/document/d/1zxrpzOR-v69zmVuua7sM7jVygDdqWLYSQVMIOSv7BGQ/edit?usp=sharing</a></p> <p><a href="https://docs.google.com/document/d/1zmsVqwAcytaNSpA2sG_X56O1ulUBDw-YfDwTCjxCJFU/edit?usp=sharing">https://docs.google.com/document/d/1zmsVqwAcytaNSpA2sG_X56O1ulUBDw-YfDwTCjxCJFU/edit?usp=sharing</a></p>
<p><b>1.2 ROOT CAUSE ANALYSIS</b></p> <p>The root cause analysis and needs assessment shall examine both school-level and local educational agency-level practices or unmet needs, including those relating to school climate, social-emotional learning, and the experience of pupils who are below grade-level standard on the English language arts content standards adopted by the State Board</p>	<p>We discussed our areas of need based on assessment data. We looked at DIBELS fluency scores and ELA Benchmark assessment data from March 2021. We brainstormed possible root causes based on data, teacher observation, and overall knowledge of our students' performance and the curriculum. Teachers discussed and reflected on possible scenarios that led to the results of what they saw in the data they were presented with. We recognized that we placed a lot of emphasis on what students were or were not doing, both during and outside of the school day. This helped us in prioritizing next steps to</p>	<p>John Still Root Cause Analysis:  <a href="https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwulDsrAE/edit?usp=sharing">https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwulDsrAE/edit?usp=sharing</a></p>

<p>of Education and their families, that have contributed to low pupil outcomes for pupils in grade 3 on the consortium summative assessment in English language arts.</p> <p>The root cause analysis and needs assessment shall identify the strengths and weaknesses of both the eligible school and the local educational agency with regard to literacy instruction in kindergarten and grades 1 to 3, inclusive. The local educational agency shall review all relevant diagnostic measures, including, but not limited to, pupil performance data, data on effective and ineffective practices, and equity and performance gaps.</p>	<p>address root causes and focus on possible teacher-centered solutions. We then grouped and prioritized these needs.</p>	
<p><b>1.3 NEEDS ASSESSMENT</b></p> <p>The root cause analysis and needs assessment shall examine both school-level and local educational agency-level practices or unmet needs, including those relating to school climate, social-emotional learning, and the experience of pupils who are below grade-level standard on the English language arts content standards adopted by the State Board of Education and their families, that have contributed to low pupil outcomes for pupils in grade 3 on the consortium summative assessment in English language arts.</p> <p>The root cause analysis and needs assessment shall identify the strengths and weaknesses of both the eligible school and the local educational agency with regard to literacy instruction in kindergarten and grades 1 to 3, inclusive. The local educational agency shall</p>	<p>After working with our team and analyzing the data from our students' DIBELS and Benchmark ELA Interim 2 it was evident that our students are continuing to struggle with phonemic awareness, decoding, and reading comprehension. Although we have been working with SIPPS for the past several years, our teachers are still struggling to implement the program with fidelity. The SIPPS assessments are not being used across all classes and the District assessments are not being universally used in a way that drives instruction or benefits students through strategic grouping. It is evident that we need a Literacy Coach who can assist our teachers in understanding the data we are currently faced with, what it means and how it should be driving our instruction, someone who can help with grade level planning so that our intervention curriculum can be fully implemented with fidelity and assist with understanding our many assessments.</p> <p>After looking at the data and the causes that we can control, we realize that our needs are to focus on consistent instructional practices across the K-3 grade levels as seen in our attached Needs Assessment in lieu of our Root Cause Analysis.</p>	<p>John Still Needs Assessment:  <a href="https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqAATdYppvRVPIo/edit?usp=sharing">https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqAATdYppvRVPIo/edit?usp=sharing</a></p>

review all relevant diagnostic measures, including, but not limited to, pupil performance data, data on effective and ineffective practices, and equity and performance gaps.		
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**SECTION 2: LITERACY ACTION PLAN COMPONENTS (Required)**

<b>2.1 Literacy Goal</b> <b>“Big Picture”</b> Focus of improvement centered on TK/K–3 literacy instruction <ul style="list-style-type: none"> <li>• Site/LEA practices or issues</li> <li>• Evidence-based rigorous goal</li> </ul>	<b>2.1 Rationale</b> <b>“Why you chose the goal”</b> Connect to stakeholder engagement, root cause analysis, and needs assessment evident in identified goals.	<b>2.1 Evidence</b> <b>“Artifacts that back up the rationale and support why you chose the goal”</b> Include links to supporting evidence.	<b>2.1 Action Item(s)</b> <b>“Specific, timebound actions that describe how the literacy instructional program will be improved”</b> <ul style="list-style-type: none"> <li>• Align action items to the goal</li> <li>• Design to impact literacy outcomes</li> <li>• Write as SMART goal</li> </ul>	<b>2.2 Metrics</b> <b>“How you will measure progress on actions (implementation) and/or growth (student data) and how often”</b> Articulate plan that includes: <ul style="list-style-type: none"> <li>• Tool/Metric</li> <li>• Intervals</li> <li>• Monitoring and adjusting</li> </ul>
<b>Example:</b> Provide explicit, systematic phonics instruction	<i>Root cause analysis and needs assessment revealed incoherent delivery of phonics instruction, materials used, and low student performance across the grades.</i>	<i>Screening data shows low student performance.</i>  <i>[Insert Link] Link to needs assessment and root cause analysis provided</i>	<ul style="list-style-type: none"> <li>• By August 2021 (Year 2), purchase SIPPS for year 2 implementation By October 2021, initial training for all K–3 and support staff, and provide monthly follow up sessions</li> <li>• By the first month of school, groups formed based on placement data</li> </ul>	<ul style="list-style-type: none"> <li>• PD Plan</li> <li>• Invoices</li> <li>• Placement assessment data</li> <li>• SIPPS Mastery test data</li> <li>• Classroom implementation observation data</li> </ul>
<b>Example:</b> Provide explicit, academic vocabulary instruction.	<b>Example:</b> <i>Root cause analysis and needs assessment revealed inconsistent delivery of academic vocabulary instruction.</i>	<b>Example:</b> <i>Screening data revealed low student scores in vocabulary across K–3.</i>  <i>[Insert Link] Link to needs assessment and root cause analysis</i>	<b>Example:</b> <ul style="list-style-type: none"> <li>• By August 2022 (Year 3), purchase Academic Vocabulary Toolkit</li> <li>• By October 2022, initial training for all K–3 teachers and support staff, with monthly follow-up</li> </ul>	<b>Example:</b> <ul style="list-style-type: none"> <li>• PD Plan</li> <li>• Invoices</li> <li>• iReady diagnostic data</li> <li>• Curriculum-embedded formative assessment data (core curriculum and Academic</li> </ul>

			<i>sessions</i>	<i>Vocabulary Toolkit)</i> ● <i>ELPAC data</i>
1. Build capacity around data analysis.	Root Cause Analysis and Needs Assessment revealed most of our students were not meeting the benchmarks for fluency as measured by DIBELS.	John Still Root Cause Analysis: <a href="https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwulDsrAE/edit?usp=sharing">https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwulDsrAE/edit?usp=sharing</a>  John Still Needs Assessment: <a href="https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqaATdYppvRVPl0/edit?usp=sharing">https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqaATdYppvRVPl0/edit?usp=sharing</a>	Working with our Literacy Coach and our SCOE Consultant (SIG) our K-3 teachers will improve their knowledge and skills at analyzing SIPPS and DIBELS assessment data to drive instruction of grade-level reading skills in grades K-3, as measured by academic conferences, grade level collaborative planning, and coaching sessions facilitated by a Literacy Coach by June of 2023.	<ul style="list-style-type: none"> <li>● PD Plan</li> <li>● DIBELS Assessments</li> <li>● SIPPS Assessments</li> <li>● Curriculum-embedded formative assessment data</li> </ul>
2. Capacity building through collaboration and planning	Root Cause Analysis and Needs Assessment revealed that we need to practice a higher level of fidelity in our explicit instruction in foundational skills.	John Still Root Cause Analysis: <a href="https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwulDsrAE/edit?usp=sharing">https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwulDsrAE/edit?usp=sharing</a>  John Still Needs Assessment: <a href="https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqaATdYppvRVPl0/edit?usp=sharing">https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqaATdYppvRVPl0/edit?usp=sharing</a>	We will improve our knowledge and skill in supporting Benchmark with SIPPS, with fidelity, across K-3 classrooms, as measured by our professional development calendar, coaching schedule, collaborative lesson plans and peer observations with the assistance of an outside consultant/ Literacy Coach by June 2022.	<ul style="list-style-type: none"> <li>● Monitoring and adjusting of pedagogical practices</li> <li>● PD Calendar</li> <li>● SIPPS Assessments</li> <li>● DIBELS Assessments</li> </ul>

<p>3. Capacity building through common assessments</p>	<p>Root Cause Analysis and Needs Assessment revealed that we needed a plan around common assessments in K-3.</p>	<p>John Still Root Cause Analysis:  <a href="https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwulDsrAE/edit?usp=sharing">https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwulDsrAE/edit?usp=sharing</a></p> <p>John Still Needs Assessment:  <a href="https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqaATdYppvRVPl0/edit?usp=sharing">https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqaATdYppvRVPl0/edit?usp=sharing</a></p>	<p>We will improve our understanding of students' overall reading performance by building a comprehensive K-3 assessment plan as measured by our District yearly assessment calendar, DBDM, Reading Levels, and DIBELS data with the help of a Literacy Coach by June 2022.</p>	<ul style="list-style-type: none"> <li>● Common Assessment Calendar</li> <li>● DIBELS Data</li> <li>● SIPPS Data</li> <li>● Monitoring and Adjusting</li> <li>● Curriculum-embedded assessments</li> </ul>
<p>4. Improve vocabulary and access to literature.</p>	<p>Root Cause Analysis and Needs Assessment revealed the need for additional practice in decoding text. Provide increased access to our library for recreational reading materials. Host monthly family reading nights.</p>	<p>John Still Root Cause Analysis:  <a href="https://docs.google.com/document/d/1h4bSewE6Dapo5q_h_Z8cuhRyY03Ff8hNmIpuNSBcCAg/edit?usp=sharing">https://docs.google.com/document/d/1h4bSewE6Dapo5q_h_Z8cuhRyY03Ff8hNmIpuNSBcCAg/edit?usp=sharing</a></p> <p>John Still Needs Assessment:  <a href="https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqaATdYppvRVPl0/edit?usp=sharing">https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqaATdYppvRVPl0/edit?usp=sharing</a></p>	<p>We will work to provide greater access to reading-level appropriate books for each of our students. Our library media tech will work with the primary teachers to make sure that each student has additional reading materials to take home. The library media tech will provide each 1st grade-3rd grade classroom with a time slot during the morning recess. The librarian (Gen. funded) will work with grade levels teams to help front-load themes or concepts. The librarian will meet with each primary class weekly. The Library media tech will work</p>	<ul style="list-style-type: none"> <li>● Books checked out from the library</li> <li>● Parent sign-in and feedback forms</li> <li>● Book bags for our primary students</li> <li>● Digital book access to our library's digital catalog.</li> </ul>

			with approximately 287 students in 13 classrooms.	
2.3 Expenditures Consistent with Categories [Insert Link] Link to ELSB Budget documents. <a href="https://drive.google.com/file/d/12KfOYf10IU5FHpWbEjBtZUmmO5fCGRnf/view?usp=sharing">https://drive.google.com/file/d/12KfOYf10IU5FHpWbEjBtZUmmO5fCGRnf/view?usp=sharing</a>				

**SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)**

**Category 1: ACCESS to HIGH-QUALITY LITERACY TEACHING (Must meet criteria OR provide rationale for not including in plan.)**

Category 1 Descriptors	Action Item(s) Specific, timebound actions describe how literacy instruction will be improved.	Evidence Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	Explanation/Rationale The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
<b>3.1a SUPPORT PERSONNEL</b> Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.	<b>Example (action item):</b> <i>By September 2021, hire a literacy coach to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum.</i>	<b>Example (action item):</b> <i>As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.</i>  <i>We need to hire a consultant with experience as literacy coach for the primary grades. Experience with SIPPS, DIBELS, and familiarity with Benchmark Advance.</i>	<b>Example (action item):</b> <i>A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A literacy coach will be utilized to coach teachers.</i>
	In support of goals 1, 2 and 3, by September 2021, hire a literacy coach to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum.	Needs to have taught K-3, Reading Specialist certificate, and experience with the Cycle of Continuous Improvement to help guide strategic grouping and better manage pedagogical load. Work	<i>A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings</i>



		with the staff and administration in developing lesson study design to help coach and develop teachers.	<i>of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A literacy coach will be utilized to coach teachers</i>
		John Still Root Cause Analysis: <a href="https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwulDsrAE/edit?usp=sharing">https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwulDsrAE/edit?usp=sharing</a>	
		John Still Needs Assessment: <a href="https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqaATdYppvRVPl0/edit?usp=sharing">https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqaATdYppvRVPl0/edit?usp=sharing</a>	
<b>3.1b DEVELOPMENT OF STRATEGIES</b> Development of strategies to provide culturally responsive curriculum and instruction.	<b>Example (rationale):</b> <i>No action</i>	<b>Example (rationale):</b> <i>[Insert Link] Link to the school's state approved core curriculum website.</i>  <i>Or [Insert Link] Link to needs assessment indicating not a priority</i>	<b>Example (rationale):</b> <i>Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. We have been focused on improving and deepening our implementation of the curriculum. During the needs assessment work, this appeared as an area of</i>

			<i>strength. Therefore, we are not including it in this action plan.</i>
	No action	<p>John Still Root Cause Analysis:  <a href="https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwulDsrAE/edit?usp=sharing">https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwulDsrAE/edit?usp=sharing</a></p> <p>John Still Needs Assessment:  <a href="https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqaATdYppvRVPl0/edit?usp=sharing">https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqaATdYppvRVPl0/edit?usp=sharing</a></p>	Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. We have been focused on improving and deepening our implementation of the curriculum.
<p><b>3.1c EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON LITERACY INSTRUCTION, ACHIEVEMENT, AND USE OF DATA</b></p> <p>Evidence-based professional development for teachers, instructional aides, and school leaders regarding literacy instruction</p>	In support of goals 1, 2.3, and 4, by June 2022 professional development provided by our Literacy Coach, will improve our ability to target literacy instruction based on the assessment data.	<p>John Still Root Cause Analysis:  <a href="https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwulDsrAE/edit?usp=sharing">https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwulDsrAE/edit?usp=sharing</a></p> <p>John Still Needs Assessment:  <a href="https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqaATdYppvRVPl0/edit?usp=sharing">https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqaATdYppvRVPl0/edit?usp=sharing</a></p>	The plan includes planning common assessments, analyzing assessment data, and collaborating to maximize our master calendar and differentiated instruction through professional development led by our Literacy Coach. We would begin collaborating and planning a calendar in the first trimester of 2021, analyzing assessment data by the beginning of the second trimester of 2021 and monitor and adjust to continue this work throughout the remainder of the 2021 school year and into the next year.

<p>and literacy achievement and the use of data to help identify and support struggling pupils.</p>			
<p><b>3.1d PROFESSIONAL DEVELOPMENT ON THE IMPLEMENTATION OF THE ENGLISH LANGUAGE ARTS/ ENGLISH LANGUAGE DEVELOPMENT FRAMEWORK</b> Professional development for teachers and school leaders regarding implementation of the ELA/ELD Framework and the use of data to support effective instruction.</p>			
	<p>In support of goals 1, 2 and 3, by June 2022 we will improve our overall knowledge and understanding of the ELA/ELD framework and its implementation through professional development.</p>	<p>John Still Root Cause Analysis: <a href="https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwulDsrAE/edit?usp=sharing">https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwulDsrAE/edit?usp=sharing</a></p> <p>John Still Needs Assessment: <a href="https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqaATdYppvRVPl0/edit?usp=sharing">https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqaATdYppvRVPl0/edit?usp=sharing</a></p>	<p>The plan includes analyzing assessment data and collaborating to differentiate instruction to work in alignment with the standards laid out in the ELA/ELD framework with the assistance of our SCOE literacy coach. We would begin collaborating and planning in the first trimester of 2021, analyzing assessment data by the beginning of the second trimester of 2021 and monitor and adjust to continue this work throughout the remainder of the 2021 school year and into the next year.</p>

**SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)**

**Category 2: SUPPORT for LITERACY LEARNING (Must meet criteria OR provide rationale for not including in plan.)**

<p><b>Category 2 Descriptors</b></p>	<p><b>Action Item(s)</b> Specific, timebound actions describe how literacy instruction will be improved.</p>	<p><b>Evidence</b> Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.</p>	<p><b>Explanation/Rationale</b> The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)</p>
<p><b>3.2a LITERACY CURRICULUM AND INSTRUCTIONAL MATERIALS</b> Purchase of literacy curriculum resources and instructional materials aligned with the ELA content standards and the ELA/ELD framework, but only if the Literacy Action Plan also includes professional development for staff on effective use of these materials.</p>	<p><b>Example (action item):</b></p> <ul style="list-style-type: none"> <li>By August 2021, purchase SIPPS curriculum and provide initial and ongoing training of the curriculum throughout the implementation year.</li> <li>By August 2021, develop monitoring plan to include data collection to assess implementation of professional learning plan as well as cycles of improvement.</li> <li>By August 2021, develop communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan.</li> </ul>	<p><b>Example (action item):</b> As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], a majority of our K–3 students are testing below proficiency in phonemic awareness and phonics.</p> <p>Attached is our professional learning plan [Insert Link] to support teachers, from initial training through ongoing support, of the SIPPS curriculum for Years 2 and 3. Included in the professional learning plan is the administrative support, monitoring, and communication that will support the implementation and ongoing use of SIPPS.</p>	<p><b>Example (action item):</b> Through purchasing SIPPS to provide foundational reading skills instruction for K–3 students, we will provide coherent, explicit, and systematic delivery of foundational skills across the grades. Utilizing the SIPPS curriculum will allow students to be placed in differentiated groups based on the ongoing SIPPS placement and mastery assessments.</p> <p>Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial SIPPS training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the two years of the grant.</p>
	<p><b>Example (action item):</b></p> <ul style="list-style-type: none"> <li>By August 2022 (Year 3), purchase the Academic Vocabulary Toolkit curriculum and provide initial and ongoing training of the curriculum throughout the implementation year.</li> <li>By the end of Year 2, May 2022, develop monitoring plan to including data collection to</li> </ul>	<p><b>Example (action item):</b> As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], a majority of our K–3 students are testing below proficiency in vocabulary, in addition to phonemic awareness and phonics.</p>	<p><b>Example (action item):</b> Through purchasing the Academic Vocabulary Toolkit to support our Tier 1 reading instruction for K–3 students, our school will become more intentional in targeting vocabulary acquisition for students. Utilizing the Academic Vocabulary Toolkit curriculum in Tier 1 instruction will allow students to</p>

	<p><i>assess implementation of professional learning plan as well as cycles of improvement.</i></p> <ul style="list-style-type: none"> <li>• <i>By the end of Year 2, May 2022, develop communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan.</i></li> </ul>	<p><i>Attached is our professional learning plan [Insert Link] to support teachers, from initial training through ongoing support, of the Academic Toolkit curriculum for Year 3. Included in the professional learning plan is the administrative support, and monitoring, and communication that will support the implementation and ongoing use of the Academic Vocabulary Toolkit.</i></p>	<p><i>receive additional vocabulary instruction which is necessary to support their core ELA/ELD curriculum.</i></p> <p><i>Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial Academic Vocabulary Toolkit training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the grant.</i></p>
	<p>No action</p>	<p>John Still Root Cause Analysis:  <a href="https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwulDsrAE/edit?usp=sharing">https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwulDsrAE/edit?usp=sharing</a></p> <p>John Still Needs Assessment:  <a href="https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqAATdYppvRVPl0/edit?usp=sharing">https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqAATdYppvRVPl0/edit?usp=sharing</a></p>	<p><i>During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.</i></p>
<p><b>3.2b DIAGNOSTIC ASSESSMENT INSTRUMENTS</b>  Purchase of diagnostic assessment instruments to help assess pupil needs</p>	<p><b>Example (rationale):</b>  No action</p>	<p><b>Example (rationale):</b>  [Insert Link] Link to district expectations/resources of evidence-based diagnostic assessments.</p> <p>Or, [Insert Link] link to needs assessment indicating not a priority.</p>	<p><b>Example (rationale):</b>  Our district already provides and collects data from evidence-based diagnostic assessments. Our district already provided training regarding the use of the assessments.</p>

and progress and training for school staff regarding the use of those assessment instruments.	No action	John Still Root Cause Analysis: <a href="https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwuIDsrAE/edit?usp=sharing">https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwuIDsrAE/edit?usp=sharing</a>	<i>During the needs assessment work, this did not appear to be an area in which we are currently lacking. Therefore, we are not including it in this action plan.</i>
		John Still Needs Assessment: <a href="https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqaATdYppvRVPl0/edit?usp=sharing">https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqaATdYppvRVPl0/edit?usp=sharing</a>	

**SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)**

**Category 3: PUPIL SUPPORTS (Must meet criteria OR provide rationale for not including in plan.)**

<b>Category 3 Descriptors</b>	<b>Action Item(s)</b> Specific, timebound actions describe how literacy instruction will be improved.	<b>Evidence</b> Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	<b>Explanation/Rationale</b> The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
<b>3.3a EXPANDED LEARNING PROGRAMS</b> Expanded learning programs, such as before- and after-school programs or summer school, to improve pupils' access to	<b>Example (action item):</b> <i>By September 2021, hire a literacy coach to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum.</i>	<b>Example (action item):</b> <i>As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.</i>	<b>Example (action item):</b> <i>A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative</i>

literacy instruction.		<i>Attached is our job description for the hiring of our literacy coach [Insert Link].</i>	<i>assessment data. A literacy coach will be utilized to coach teachers.</i>
	No action	John Still Root Cause Analysis: <a href="https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwulDsrAE/edit?usp=sharing">https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwulDsrAE/edit?usp=sharing</a>  John Still Needs Assessment: <a href="https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqAATdYppvRVPl0/edit?usp=sharing">https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqAATdYppvRVPl0/edit?usp=sharing</a>	<i>During the needs assessment work, this appeared as an area we are currently already focused on working on through other means. Therefore, we are not including it in this action plan.</i>
	<i>By September 2021, hire a librarian tech to provide greater access and support in the library for K-3 students, expanding the number of opportunities that K-3 students have in visiting the library.</i>	John Still Needs Assessment <a href="https://docs.google.com/document/d/1h4bSewE6Dap05q_h_Z8cuhRyY03Ff8hNmlpuNSBcCAg/edit?usp=sharing">https://docs.google.com/document/d/1h4bSewE6Dap05q_h_Z8cuhRyY03Ff8hNmlpuNSBcCAg/edit?usp=sharing</a>	<i>Our team identified the need to help develop a literacy culture that would be school wide to develop stronger reading practices. Increasing the number of books checked out by K-3 students and classes.</i>
<b>3.3b EXTENDED SCHOOL DAY</b> Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.	<b>Example (rationale):</b> No action	<b>Example (rationale):</b> <i>[Insert Link] Link to the school's state approved core curriculum website.</i>  <i>Or [Insert Link], link to needs assessment indicating not a priority.</i>	<b>Example (rationale):</b> <i>Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. We have been focused on improving and deepening our implementation of the curriculum. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.</i>
	No action	John Still Root Cause Analysis:	<i>During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.</i>

		<a href="https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwulDsrAE/edit?usp=sharing">https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwulDsrAE/edit?usp=sharing</a>  John Still Needs Assessment: <a href="https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqAATdYppvRVPIo/edit?usp=sharing">https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqAATdYppvRVPIo/edit?usp=sharing</a>	
<b>3.3c CULTURE AND CLIMATE</b> Strategies to improve school climate, pupil connectedness, attendance and to reduce exclusionary discipline practices, including in-school suspensions that may limit a pupil's time in school.	Providing a broader range of access to the library to support independent reading for K-3 students. Having monthly family literacy nights targeted for primary grades. School wide and individualized reading incentives for K-3 students.	John Still Root Cause Analysis: <a href="https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwulDsrAE/edit?usp=sharing">https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwulDsrAE/edit?usp=sharing</a>  John Still Needs Assessment: <a href="https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqAATdYppvRVPIo/edit?usp=sharing">https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqAATdYppvRVPIo/edit?usp=sharing</a>	Monthly student recognition for students in K-3 who reach their personal goals in reading.



<p><b>3.3d RESEARCH-BASED SEL</b> Strategies to implement research-based, social-emotional learning approaches, including restorative justice.</p>	<p>No action</p>	<p>John Still Root Cause Analysis: <a href="https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwulDsrAE/edit?usp=sharing">https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwulDsrAE/edit?usp=sharing</a></p> <p>John Still Needs Assessment: <a href="https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqaATdYppvRVPl0/edit?usp=sharing">https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqaATdYppvRVPl0/edit?usp=sharing</a></p>	<p><i>During the needs assessment work, this appeared as an area we are currently already focused on working on through other means. Therefore, we are not including it in this action plan.</i></p>
<p><b>3.3e EXPANDED ACCESS</b> Expanded access to the school library.</p>	<p>In support of goal 4 by June of 2024, the library technician will provide library access to K-3 students before, during and after school, as well as during recess and lunch to promote reading schoolwide.</p>	<p>John Still Root Cause Analysis: <a href="https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwulDsrAE/edit?usp=sharing">https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwulDsrAE/edit?usp=sharing</a></p> <p>John Still Needs Assessment: <a href="https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqaATdYppvRVPl0/edit?usp=sharing">https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqaATdYppvRVPl0/edit?usp=sharing</a></p>	<p>Number of books checked out by students/ classes. Tracking the number of pages read by students/ classes.</p>

**SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)**

**Category 4: FAMILY AND COMMUNITY SUPPORTS (Must meet criteria OR provide rationale for not including in plan.)**

<p><b>Category 4 Descriptors</b></p>	<p><b>Action Item(s)</b> Specific, timebound actions describe how literacy instruction will be improved.</p>	<p><b>Evidence</b> Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.</p>	<p><b>Explanation/Rationale</b> The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)</p>
<p><b>3.4a TRAUMA-INFORMED PRACTICES</b> Development of trauma-informed practices and supports for pupils and families.</p>	<p><b>Example (action item):</b></p> <ul style="list-style-type: none"> <li>By December 2021, provide initial training for staff on identifying signs of trauma, as well as trauma-informed supports, specifically de-escalation and restorative practices, to support student literacy instruction. Monthly follow-up training will be provided.</li> <li>By May 2022, collaboratively design and develop a system to capture student voice to raise staff awareness and inform supports available to pupils as well as families.</li> </ul>	<p><b>Example (action item):</b> As seen in our root cause analysis [Insert Link], and our needs assessment [Insert Link], a significant percentage of students in our district are experiencing homelessness or are in foster homes where they have experienced trauma. Therefore, trauma-informed practices and supports are priorities.</p> <p>Attached is the plan for developing, implementing, supporting, and monitoring trauma-informed practices and supports for the next two years [Insert Link].</p>	<p><b>Example (action item):</b> Development of strategies and implementation of evidence-based supports, including training for teachers and staff on the importance of adult-student connections, de-escalation strategies, and restorative practices in order to ensure positive classroom cultures in each classroom to support high impact literacy instruction.</p> <p>Through supporting teachers' creation of trauma-informed positive classroom environments at our school, student literacy learning is enhanced by reducing students' affective filters and removing barriers to learning associated with trauma.</p>
	<p>No action</p>	<p>John Still Root Cause Analysis: <a href="https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwuIDsrAE/edit?usp=sharing">https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwuIDsrAE/edit?usp=sharing</a></p> <p>John Still Needs Assessment:</p>	<p>During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan. Teachers and students are supported through our Student Support Center staff members including our Director of Student Support, Social Worker and Social Work interns to address student needs in this area. Student workshops, teacher book studies and professional development have been conducted through our onsite department.</p>

		<a href="https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqaATdYppvRVPIo/edit?usp=sharing">https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqaATdYppvRVPIo/edit?usp=sharing</a>	
<b>3.4b MENTAL HEALTH RESOURCES</b> Provision of mental health resources to support pupil learning.	<b>Example (rationale):</b> <i>No action</i>	<b>Example (rationale):</b> <i>[Insert Link] Link to school budget/SPSA/LCAP that indicates allocated funds for mental health resources.</i>  <i>Or [Insert Link], link to needs assessment indicating not a priority.</i>	<b>Example (rationale):</b> <i>We do not need to create an action item around the provision of mental health resources because these supports are already provided through our school and district.</i>
	No action	John Still Root Cause Analysis: <a href="https://docs.google.com/document/d/1uEJDdx_MlhdT50p62rS0gxiXBri0MwbA4mhwulDsrAE/edit?usp=sharing">https://docs.google.com/document/d/1uEJDdx_MlhdT50p62rS0gxiXBri0MwbA4mhwulDsrAE/edit?usp=sharing</a>  John Still Needs Assessment: <a href="https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqaATdYppvRVPIo/edit?usp=sharing">https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqaATdYppvRVPIo/edit?usp=sharing</a>	<i>We do not need to create an action item around the provision of mental health resources because these supports are already provided through our school and district. We currently have a fulltime Student Support Center run by our Director of Student Support and a full-time Social Worker. They oversee a team of up to five social work interns annually who work with our students using push-in and pull-out support models, small groups, and one-on-one services.</i>

<p><b>3.4c MULTI-TIERED SYSTEMS OF SUPPORT AND RESPONSE TO INTERVENTION</b> Strategies to implement multi-tiered systems of support (MTSS) and the response to intervention (RtI) approach.</p>	<p>By December 2021 our primary teachers will have met in an Academic Conference to identify targeted data points to measure growth and to help guide intervention. Develop PDSA cycles to guide instructional strategies.</p>	<p>John Still Root Cause Analysis: <a href="https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwuIDsrAE/edit?usp=sharing">https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwuIDsrAE/edit?usp=sharing</a></p> <p>John Still Needs Assessment: <a href="https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqaATdYppvRVPIo/edit?usp=sharing">https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqaATdYppvRVPIo/edit?usp=sharing</a></p>	<p>Support teacher-created PDSA cycles, track student progress, and strategically develop an intervention plan as necessary.</p>
<p><b>3.4d LITERACY TRAINING AND EDUCATION FOR PARENTS</b> Development of literacy training and education for parents to help develop a supportive literacy environment in the home.</p>	<p>Monthly family literacy nights beginning in September of 2021 for grades K-3 , to provide parents with strategies to support their students' reading progress.</p>	<p>John Still Root Cause Analysis: <a href="https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwuIDsrAE/edit?usp=sharing">https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwuIDsrAE/edit?usp=sharing</a></p> <p>John Still Needs Assessment: <a href="https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqaATdYppvRVPIo/edit?usp=sharing">https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqaATdYppvRVPIo/edit?usp=sharing</a></p>	<p>Teachers and site administration at our school engage in ongoing partnership with families to promote student learning. We have built partnerships with outside organizations like PIQE to further that parent empowerment and education. This area is already addressed in our site plans and programming.</p>

<p><b>3.4e PARENT AND COMMUNITY ENGAGEMENT</b> Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils' literacy needs.</p>	<p>Monthly family literacy nights for K-3 families beginning in September of 2021, will provide parents with strategies to support their students' reading progress. Ongoing community/school engagement support from outside community partner(s) - PIQE, 2021-2022.</p>	<p>John Still Root Cause Analysis: <a href="https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwulDsrAE/edit?usp=sharing">https://docs.google.com/document/d/1uEJDdx_Mlhdt50p62rS0gxiXBri0MwbA4mhwulDsrAE/edit?usp=sharing</a></p> <p>John Still Needs Assessment: <a href="https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqaATdYppvRVPl0/edit?usp=sharing">https://docs.google.com/document/d/18DyLMht_HipVa7u2ERpbHc-zKHv6fqaATdYppvRVPl0/edit?usp=sharing</a></p>	<p><i>Teachers and site administration at our school engage in ongoing partnership with families to promote student learning. We have built partnerships with outside organizations like PIQE to further that parent empowerment and education. This area is already addressed in our site plans and programming.</i></p>

# **Form Approval - For CDE Use Only**

## **Early Literacy Support Block Grant**

Educator Excellence and Equity Division  
California Department of Education

Budget Approval	CDE Responses
Local Education Agency (LEA) Name	SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Grant Award Amount	\$ 3,093,976.00
CDE Fiscal Analyst Name	Alice Ng
CDE Fiscal Analyst Date Authorized	8/6/2021
CDE Program Monitor Name	Suzie Dollesin
CDE Program Monitor Date Authorized	8/10/2021



**CALIFORNIA DEPARTMENT  
OF EDUCATION**

**TONY THURMOND**  
STATE SUPERINTENDENT OF  
PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

August 13, 2021

Mr. Jorge A Aguilar  
Sacramento City Unified  
5735 47th Avenue  
Sacramento, CA 95824-4528

Dear Mr. Aguilar

Subject: Early Literacy Support Block Grant: Literacy Action Plan Conditionally Approved

As a grant recipient for the Early Literacy Support Block (ELSB) Grant Program your district has demonstrated a commitment to strengthen, develop, and implement evidence-based literacy instruction and support programs for students in transitional kindergarten through grade three (TK–3) over a period of three and a half years. The California Department of Education (CDE) commends you for your dedication to improving literacy outcomes for your students and support for targeted professional learning in literacy for administrative and instructional staff.

As part of the grant process, your district has chosen to work with the Expert Lead in Literacy to: 1) conduct a Root Cause Analysis, 2) conduct a Literacy Needs Assessment, and 3) develop a Literacy Action Plan for all participating eligible schools during Planning Year 1. The technical assistance provided by the Expert Lead in Literacy for this purpose included a template (which included a rubric), designed to support site and district staff in the development of the three-year Literacy Action Plan to meet the first-year goal of the grant. The template includes excerpts from the authorizing legislation detailing the requirements for each section, as well as examples of evidence to include in the Literacy Action Plan. The template was divided into three sections:

- **Section 1, the Planning Phase:** Required by statute and includes stakeholder engagement, root cause analysis, and needs assessment.
- **Section 2, Literacy Action Plan Components:** Required by statute and includes the plan's goals and actions, metrics, and expenditures that are aligned

to the categories in Section 3.

- **Section 3, Categories 1–4:** Includes allowable programs and services, per the grant requirements.

Upon careful review of each participating school site's Literacy Action Plan, and upon notification from your district that the Literacy Action Plans are scheduled to be approved by the governing board or body of the local educational agency at a publicly noticed meeting, the CDE is pleased to inform you that the following school site plan is conditionally approved:

A.M. Winn Waldorf-Inspired

Ethel I. Baker Elementary

John D. Sloat Elementary

John H. Still

Upon notification of local board approval, the CDE will provide final approval and start the process to disseminate the Implementation Year 1 funding for planned activities.

The authorizing legislation (<https://www.cde.ca.gov/pd/ps/elsbgrantsb98.asp>) requires each local educational agency with an eligible school to provide the CDE, the schoolsite council at each eligible school, and the governing board or body of the local educational agency with quarterly reports demonstrating that it has made expenditures consistent with the approved Literacy Action Plan. These reports shall also be publicly posted on the local educational agency's website.

The authorizing legislation also stipulates that on an annual basis, each local educational agency with an eligible school shall submit to the CDE, the schoolsite council at each eligible school, and the governing board or body of the local educational agency, a report on achievement towards the actions and goals described, and an assessment of progress made on the metrics identified, in its Literacy Action Plan. These reports shall also be publicly posted on the local educational agency's website.

The authorizing legislation further stipulates that at the end of the second year of grant eligibility, each local educational agency with an eligible school shall, as a nonconsent agenda item at a regularly scheduled, publicly noticed meeting of its governing board or body, provide an update on progress implementing the Literacy Action Plan. The local educational agency may modify the Literacy Action Plan based on this update, consistent with the authorized uses of the grant funds.



August 13, 2021

Page 3

Upon submission of the reports required above, your local educational agency will receive its second- and third-year allocations, as applicable.

Please acknowledge receipt of this notification by returning this communication as an attachment via email at [ELSBGrant@cde.ca.gov](mailto:ELSBGrant@cde.ca.gov) **within 30 days of receipt of this notice**. Please be sure to check the boxes and sign below to confirm your acknowledgement of the following:

- Per the authorizing legislation (<https://www.cde.ca.gov/pd/ps/elsbgrantsb98.asp>), I understand that my district and/or school site has a choice to work with the Expert Lead in Literacy, our regional county office of education, an institute of higher education, or directly with the CDE to complete the root cause analysis, needs assessment, and Literacy Action Plan and to provide ongoing technical assistance for the duration of the grant period.
- I understand that my district and/or school site has a choice in selecting instructional materials, and professional development and/or coaching providers on the use of those materials, and associated instructional strategies, based on needs identified in our literacy needs assessment. The selected materials and strategies must be evidence-based and align with the recommendations of the California English Language Arts/English Language Development Framework (<https://www.cde.ca.gov/ci/rl/cf/>).

Signature/Date \_\_\_\_\_

Additional information about the grant program is available on the CDE ELSB grant web page at <http://www.cde.ca.gov/pd/ps/elsbgrant.asp>. If you have additional questions, please contact the ELSB team at [ELSBGrant@cde.ca.gov](mailto:ELSBGrant@cde.ca.gov).

Sincerely,



Aileen Allison-Zarea  
Education Administrator  
Educator Excellence and Equity Division  
CDE



Brent Malicote  
Assistant Superintendent  
Educational Services  
Sacramento County Office of Education

SD: aaz

cc: Becky Sullivan, Project Lead: Expert Lead in Literacy, Sacramento County Office of Education



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 9.2

**Meeting Date:** September 2, 2021

**Subject:** Revised Board Policy 5145.31 (Transgender and Gender Non-Conforming Students)

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference/Action
- Action
- Public Hearing

**Division:** Legal Services and Student Support & Health Services

**Recommendation:** Approve revisions to Board Policy 5145.31

**Background/Rationale:** Title IX of the Education Amendments of 1972 requires that all educational programs and activities be conducted without discrimination based on sex or gender. Additional state and/or federal laws and regulations require that all educational programs and activities be conducted without discrimination based on additional factors, including but not limited to actual or perceived sexual orientation, gender identity and expression, or marital status. State law also directs that students shall be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with their gender identity, irrespective of the gender listed on the student's records.

In order to address the safety needs of all students, revisions to the policy concerning transgender and gender non-conforming students is necessary and specifically, to ensure students' comfort and healthy development while maximizing students' social integration into the school setting and minimizing stigmatization of the student. No prior updates to BP 5146 have occurred since its adoption in 2018. Such updates and enactment include language in the CSBA Gamut model policy with Equal Rights Advocates' input as well.

**Documents Attached:**

1. BP 5145.31 (Redlines)

**Estimated Time of Presentation:** 10 Minutes

**Submitted by:** Raoul Bozio, In House Counsel and Victoria Flores,  
Director III, Student Support & Health Services

**Approved by:** Jorge A. Aguilar, Superintendent

# Board of Education Executive Summary

## Legal Department

Revision to Board Policy (BP) 5145.31: Transgender and Gender Non-Conforming Students  
September 2, 2021



### I. Overview/History of Department or Program

Title IX of the Education Amendments of 1972 requires that all educational programs and activities be conducted without discrimination based on sex or gender. Additional state and/or federal laws and regulations require that all educational programs and activities be conducted without discrimination based on additional factors, including but not limited to actual or perceived sexual orientation, gender identity and expression, or marital status. State law also directs that students shall be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with their gender identity, irrespective of the gender listed on the student's records.

The current version of Board Policy 5145.31 was adopted in 2018. The proposed revisions to Board Policy 5145.31 are based on the updates provided by the California School Boards Association (CSBA) and based on input from Equal Rights Advocates.

The revised board policy provides guidelines for schools to follow in order to address the needs of transgender and gender non-conforming students (including a statement on non-binary inclusion) and to ensure the safety, comfort and healthy development of such students.

### II. Driving Governance:

Pursuant to Education Code 220:

No person shall be subjected to discrimination on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.

Pursuant to Education Code 221.5(f):

A pupil shall be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with his or her gender identity, irrespective of the gender listed on the pupil's records.

### III. Budget:

# Board of Education Executive Summary

## Legal Department

Revision to Board Policy (BP) 5145.31: Transgender and Gender Non-Conforming Students  
September 2, 2021



The proposed policy is intended to address the safety needs of all students, including those needs related to a student’s actual or perceived sexual orientation or gender identity. There is no direct budget impact from the revision to this policy.

### **IV. Goals, Objectives and Measures:**

Pursuant to the District’s core beliefs under Board Policy 0100, the District believes “that all people excel in an environment that is SAFE, and offers everyone UNLIMITED OPPORTUNITIES for continuous growth and PERSONAL SUCCESS.” As such, the goal is to ensure the safety, comfort, and healthy development of the transgender or gender non-conforming student while maximizing the student’s social integration into the school setting and minimizing stigmatization of the student.

### **V. Major Initiatives:**

This transgender and gender non-conforming policy is critical to address the needs of transgender and gender non-conforming students and set forth how schools should respond to the needs of these students.

### **VI. Results:**

Approval of revision to Board Policy 5145.31. Ensure compliance with Education Code.

### **VII. Lessons Learned/Next Steps:**

Adoption of revised Board Policy 5145.31 concerning transgender and gender non-conforming students. Information and correspondences concerning this matter have previously been shared with the District. Further updates will be provided as necessary.

# Sacramento City USD

## Board Policy

### Transgender And Gender Non-Conforming Students

BP 5145.31

#### Students

#### PURPOSE

The purpose of this Board Policy is to set out guidelines to District staff regarding issues related to transgender and gender non-conforming students. The Governing Board is committed to addressing the safety needs of all students, including those needs related to a student's actual or perceived sexual orientation or gender identity. The Board recognizes that a safe and civil environment is necessary for students to have equal access to all school programs and activities and is integral to student success. The Board acknowledges its role in providing students with an understanding of and respect for differences in the gender identity and gender expression of others.

This policy sets out guidelines for schools to follow in order to address the needs of transgender and gender non-conforming students. This policy sets forth how schools should respond to the needs of these students where questions may arise regarding how to protect the legal rights or safety of such students. This policy does not anticipate every situation that might occur and, therefore, the needs of each student must be assessed on a case-by-case basis. In all cases, the goal is to ensure the safety, comfort and healthy development of the transgender or gender non-conforming student while maximizing the student's social integration into the school setting and minimizing stigmatization of the student.

(cf. 0200 - Goals for the School District)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5137 - Positive School Climate)

(cf. 5142 - Safety)

(cf. 5145.3 - Nondiscrimination/Harassment/Intimidation/Bullying)

(cf. 5145.4 - Anti-bullying)

(cf. 5145.7 - Sexual Harassment)

Title VI of the Civil Rights Act of 1964 requires that all educational programs and activities be conducted without discrimination based on race, color, and national origin. Title IX of the Education Amendments of 1972 requires that all educational programs and activities be conducted without discrimination based on sex or gender. Additional state and/or federal laws and regulations require that all educational programs and activities be conducted without discrimination based on the above factors as well as additional factors, including but not limited to actual or perceived religion, ancestry, sexual orientation, gender identity and expression, marital status, parental status, or because of an association with a person who has or is perceived to have one or more of these characteristics. (Education Code 220 et seq.; Government Code

11135, 11138; Penal Code 422.55, 422.6) State law also directs that students shall be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with their gender identity, irrespective of the gender listed on the student's records. (Education Code 221.5(f), effective Jan. 1, 2014)

Transgender and gender non-conforming students shall be assured that they need not endure, for any reason, any bullying (including cyber bullying) or harassment which impairs the educational environment or the student's emotional wellbeing in school. Harassment involves unwelcome comments (written or spoken), or conduct which creates an intimidating, hostile or offensive environment, or which violates an individual's rights.

(cf. 1312.3 - Uniform Complaint Procedures)  
(cf. 5145.3 - Nondiscrimination and harassment)  
(cf. 5145.4 - Anti-bullying)  
(cf. 5145.7 - Sexual Harassment)

## DEFINITIONS

The following definitions are not intended to label students, but rather to assist in the general understanding of this policy, the legal rights of students and the legal obligations of school/district staff. Although students may or may not use these terms to describe themselves, these definitions can be used as functional descriptors.

**Assigned Sex at Birth:** The assignment of people as "male" or "female" at birth based upon physical anatomy.

**Gender Expression:** How individuals express themselves, including characteristics and behaviors such as appearance, dress, grooming, mannerisms, movement, speech patterns, and social interactions that are perceived as masculine or feminine.

**Gender Identity:** An individual's understanding, outlook, feelings and sense of oneself being masculine, feminine, both or neither, regardless of one's assigned sex at birth.

**Gender Marker:** The "male" ("M"), "female" ("F"), or "non-binary" ("X") on a student's Infinite Campus profile, cumulative folder, and other documents is called a "gender marker."

**Gender Non-Conforming (GNC):** An individual who is, or is perceived to have, characteristics or behaviors that do not conform to societal expectations of gender expression. Gender non-conforming individuals may or may not identify as lesbian, gay, bisexual, transgender or questioning (see sexual orientation).

**Gender Pronoun:** A word that refers to someone who is being talked about in place of their name (e.g., she, he, they, ze).

**Sexual Orientation:** An individual's emotional, romantic and/or sexual attraction to other people. Individuals may identify their sexual orientation as heterosexual, lesbian, gay, bisexual,

questioning, or may use other terms.

Transgender: An umbrella term used to describe an individual whose gender identity is different from their assigned sex at birth.

### STATEMENT ON NON-BINARY INCLUSION

The Governing Board recognizes that many gender-segregated activities and facilities do not include a gender affirming option for students who identify outside of the gender binary (i.e. who do not identify as either a boy or a girl) and the impact this may have on these students' sense of acceptance and inclusion. Schools shall make reasonable efforts to create gender affirming options for non-binary students whenever possible. In the absence of such an option, schools should endeavor to permit non-binary students to choose the available option that is best suited for them based on individual circumstances.

### DETERMINING A STUDENT'S GENDER IDENTITY

Schools should avoid assuming the role of gatekeeper and ~~should accept a student's~~shall respect the gender identity of all students. If faculty or staff have concerns relating to a student's asserted gender identity ~~unless there is a credible, they shall discuss the~~ basis for ~~believing that the student is asserting a particular gender identity for some improper purpose. In such cases, the decision to deny a student's asserted gender identity will be made in consultation~~their concern with the ~~district's~~district's Title IX Coordinator and LGBTQ Support Services program.

There is no medical, mental health or legal threshold requirement that any student must meet in order to have their gender identity recognized and respected by a school.

The district will work with transgender and gender non-conforming students to provide protections in the following areas:

### GENDER TRANSITION SUPPORT

Schools ~~should~~shall be prepared to support transgender students who choose to transition while in school. Schools ~~should~~shall not discourage transgender students or their families from a public transition simply because it requires additional planning. Regardless of whether a student's transition is public or private, schools ~~should~~shall be prepared for a variety of contingencies that could occur. Schools should continue to support students beyond their transition to ensure that the school environment remains a safe and supportive place to learn. Consultation and resources are available within the district (Connect Center - LGBTQ Support Services Program) to assist schools with how to appropriately support transgender students with their transition whether this is done publicly or privately.

### PRIVACY AND SCHOOL RECORDS/STUDENT INFORMATION SYSTEMS

Transgender and gender non-conforming students have a right to privacy, including keeping their sexual orientation, gender identity, transgender status or gender non-conforming presentation at



school private. School personnel should not discuss information that may disclose a student's transgender or gender non-conforming status to others, including parents/legal guardians and other school personnel, unless legally required to do so or unless the student has authorized such disclosure. Transgender and gender non-conforming students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much personal information one wants to share about oneself to others.

The Governing Board recognizes the importance of keeping accurate, comprehensive student records as required by law. The District is required to maintain an official, permanent pupil record with the legal name and gender appearing on the student's birth certificate. In addition, the District is required to have procedures for maintaining the confidentiality of student records which shall be consistent with state and federal law. In terms of privacy for transgender and gender non-conforming students, it is important to note the distinction between school records and legal documents, as not all school records are legal documents.

Transgender and gender non-conforming students have the right to have their requested/lived name and/or gender marker and/or gender pronoun(s)/pronouns reflected on all (non-legal) school physical records and documents (e.g. yearbooks, school IDs, library cards, lunch cards, class rosters, diplomas, other certificates of advancement, etc.) and in after-school programs. Transgender and gender non-conforming students are also able to have their requested/lived name and/or gender marker reflected in the district's electronic Student Information Systems (e.g. Infinite Campus) via the Infinite Campus Name & Gender Update Form. Legal documents (e.g. official transcripts, IEPs, 504s, etc.) must have a student's legal name and gender marker; however, these forms will include a section for a student's lived name and gender pronouns and school staff shall use a student's requested/lived name and gender pronoun/pronouns whenever possible throughout these documents.

#### NAMES/PRONOUNS/GENDER MARKER

Transgender and gender non-conforming students have the right to be addressed by the name(s) and gender pronoun(s)/pronouns that correspond to their gender identity. Using students' requested/lived name(s) and pronoun(s)/pronouns promotes the safety and wellbeing of students on campus. Students are not required to change their official school record or obtain a court-ordered name or gender change in order to be addressed at school by the name(s) and pronoun(s)/pronouns which correspond to their gender identity. Such a request may be made by the student or by the student's parent or guardian. If a transgender or gender non-conforming student obtains a legal name and/or gender change, the student or student's parent/guardian should notify the school and the SCUSD Enrollment Center of the court ordered name and/or gender change, and the student's official school records will be modified as appropriate in accordance with the court order. (83 Ops.Cal.Atty.Gen. 136 (2000)). In lieu of a legal name and/or gender change, students or their parent/legal guardian may request a change to the student's name and/or gender marker via the Infinite Campus Name & Gender Update Form.

The intentional or persistent refusal to respect a student's gender identity such as by referring to the student by a name or pronoun that does not correspond to the student's gender identity could be considered bullying or a form of discrimination or harassment, and is a violation of this

policy.

## RESTROOM ACCESS

Schools may maintain separate restroom facilities for male and female students. (Education Code 231) Transgender and gender non-conforming students should be allowed access to restroom facilities that align with their gender identity. Ensuring access to restroom facilities that match a student's gender identity allows transgender and gender non-conforming students to maintain their right to privacy. Transgender and gender non-conforming students shall not be forced to use the restroom corresponding to their assigned sex at birth. If a transgender or gender non-conforming student or the student's parent/guardian provides notice to school officials of a request for the student to use the restroom that matches the student's gender identity, school officials shall permit the student to use said restroom. (Education Code 221.5(f), effective Jan. 1, 2014)

If a transgender or gender non-conforming student or the student's parent/guardian provides notice to school officials of a ~~reason or desire for increased privacy and/or safety with regard~~desire to use a gender neutral or more private restroom ~~use, regardless of the underlying reasons,~~ the school shall take steps to provide a reasonable accommodation option for the student, ~~including which may include~~ but is not limited to, providing the student access to gender neutral restroom facilities or a single stall restroom. Transgender or gender non-conforming students shall not be asked to provide a reason or justification for their request.

## LOCKER ROOM ACCESS

Schools may maintain separate locker room facilities for male and female students. (Education Code 231) Transgender and gender non-conforming students should be allowed access to locker room facilities that align with their gender identity. Transgender and gender non-conforming students, ~~however,~~ shall not be forced to use the locker room corresponding to their assigned sex at birth. If a transgender or gender non-conforming student or the student's parent/guardian provides notice to school officials of a request for the student to use the locker room that matches the student's gender identity, school officials shall permit the student to use said locker room. (Education Code 221.5(f), effective Jan. 1, 2014)

If a transgender or gender non-conforming student or the student's parent/guardian ~~provides notice~~makes a request to school officials of a ~~reason or desire for increased privacy and/or safety with regard~~an alternative to locker room use, ~~regardless~~without requiring disclosure of the underlying reason, the student shall be provided access to a reasonable alternative locker room, including but not limited to:

- ? — Use of a private area in the locker room (such as a nearby restroom stall with a door, an area separated by a curtain, a P.E. instructor's office in the locker room, or a nearby gender neutral restroom) and/or
- ? — A separate changing schedule (either utilizing the locker room before or after other students) that provides adequate opportunity to change without significantly

affecting the student's class schedule or learning opportunities.

## PHYSICAL EDUCATION CLASS AND ATHLETICS

Transgender and gender non-conforming students shall be permitted to participate in physical education classes and intramural sports, in a manner that is consistent with their gender identity, pursuant to Title IX and the Code of Federal Regulations implementing Title IX and state law. (34 CFR 106.34(c); Education Code 221.5(f), effective Jan. 1, 2014)

## INTERSCHOLASTIC COMPETITIVE SPORTS TEAMS

Transgender and gender non-conforming students shall be permitted to participate in interscholastic sports teams in a manner consistent with their gender identity, pursuant to Title IX, and any other applicable laws, rules or bylaws. (Education Code 221.5(f), effective Jan. 1, 2014)

## DRESS CODE

Transgender and/or gender non-conforming students have the right to dress in accordance with their gender identity and/or gender expression within the requirements of the school's dress code. Schools should avoid having gendered dress codes or distinguishing between clothing that is permitted for boys and girls.

(cf. 5132 - Dress and Grooming)

## YEARBOOKS

Students shall be permitted to dress in accordance with their gender identity and/or gender expression in all yearbook photos, including senior portraits. School may also adopt a standardized, gender neutral picture uniform such as a cap and gown.

Names in Yearbooks: Yearbooks are school records and are not legal documents. As such, transgender and gender non-conforming students are not required to use their legal names in school yearbooks and shall not be forced to do so. School administrators/school staff should honor requests from transgender and gender non-conforming students to confirm how these students' names will appear in the yearbook.

## TRANSFERRING A STUDENT TO ANOTHER SCHOOL

Schools should strive to keep transgender and gender non-conforming students enrolled in their assigned school site. School sites must ensure that transgender or gender non-conforming students are being provided a safe school environment which allows them equal access to all components of their education. The opportunity to transfer to another school site should not be a school's first response to harassment or bullying of a transgender or gender non-conforming student, and such a transfer should be considered only when requested by a student and or parent/guardian and when necessary for the protection, personal welfare or safety of the

transferring student. Schools should not offer or propose a transfer to another school on the assumption that a transgender or gender non-conforming student should expect to be harassed or bullied as a result of being open about their gender identity or gender expression.

## GENDER SEPARATION IN OTHER ACTIVITIES

As a general rule, in any circumstances where students are separated by gender in school activities (e.g. classroom discussions, overnight field trips, national physical fitness testing, health and physical education classes, school dances and proms, etc.), transgender and gender non-conforming students shall be permitted to participate in accordance with their gender identity and/or gender expression. (Education Code 221.5(f), effective Jan. 1, 2014).

National Physical Fitness Testing (Fitness Gram) - Schools should allow transgender and gender non-conforming students the option to choose to test under the fitness guidelines that align with their assigned sex at birth or to test under the guidelines that align with their gender identity. Schools should inform students prior to making this choice of the differential standards for fitness testing for each gender. Transgender and gender non-conforming students shall not be forced to be assessed under the standard corresponding to their assigned sex at birth.

Overnight field trips - Transgender and gender non-conforming students should be allowed access to sleeping quarters that align with their gender identity. Transgender and gender non-conforming students shall not be forced to use sleeping quarters corresponding to their assigned sex at birth. In these instances, the school has an obligation to maintain the transgender/gender non-conforming student's privacy and cannot disclose or require disclosure of the student's transgender/gender non-conforming status to other students or their parents, regardless of whether the student's roommates know about the student's gender status.

Showering facilities - If showering facilities are communal, the school should find out whether the venue has available a single stall or more private shower facilities that students can use. Recognizing that a number of students may prefer more privacy while showering, the school should consider creating a schedule to allow those students to use the shower facilities one at a time, with appropriate adult supervision.

Activities that may involve the need for accommodation to address student privacy concerns will be addressed on a case-by-case basis as requested by the student or parent/guardian. In such circumstances, staff shall make a reasonable effort to provide an available and reasonable accommodation for the student that can address any such concerns.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5145.1 - Privacy)

(cf. 5145.4 - Anti-bullying)

## COMPLAINTS

A complaint of bullying based upon a student's transgender or gender non-conforming status, or a student's sex, gender, sexual orientation or gender identity or expression, may be submitted

under the district's Anti-Bullying Board Policy 5145.4 and the procedures set forth therein. A student or a student's parent/guardian may also submit a formal written complaint of discrimination, harassment, intimidation or bullying through the district's Uniform Complaint Procedures pursuant to District policy and regulation 1312.3. A student's actual or perceived characteristics as set forth in Penal Code 422.55 and Education Code sections 220 and 234.1, which includes disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics, are protected classes. (5 CCR 4600-4671)

(cf. 1312.3 - Uniform Complaint Procedures)  
(cf. 5145.3 - Nondiscrimination and harassment)  
(cf. 5145.4 - Anti-bullying)  
(cf. 5145.7 - Sexual Harassment)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex, especially:

212.5 Sexual harassment

212.6 Sexual harassment policy

221.5 Prohibited sex discrimination

221.7 School sponsored athletic programs; prohibited sex discrimination

230 Particular practices prohibited

231 Toilet, locker room, or living facilities

35160 Authority of governing boards

35160.1 Broad authority of school districts

48900 Grounds for suspension or expulsion; bullying

48907 Student exercise of free expression

49602 Confidentiality of pupil information

CODE OF CIVIL PROCEDURE

1276 Change of name\_

GOVERNMENT CODE

11135 Nondiscrimination in programs or activities funded by state

11138 Rules and regulations

HEALTH AND SAFETY CODE

103425 Petition for change of gender

PENAL CODE

243.5 Assault or battery on school property

403-420 Crimes against the public peace, especially:

415 Fighting; noise; offensive words

422.55 Definition of hate crime

422.56 Definitions, hate crimes

422.6 Interference with constitutional right or privilege

UNITED STATES CODE, TITLE 20

1681-1688 Title IX, 1972 Education Act Amendments

UNITED STATES CODE, TITLE 42  
2000d-2000d-7 Title VI Civil Rights Act of 1964 as amended  
CALIFORNIA CODE OF REGULATIONS, TITLE 5  
4600-4687 Uniform complaint procedures  
4900-4965 Nondiscrimination in elementary and secondary education programs  
CODE OF FEDERAL REGULATIONS, TITLE 34  
106.34 Access to classes and schools  
ATTORNEY GENERAL OPINIONS  
83 Ops.Cal.Atty.Gen. 136 (2000)

Policy SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
adopted: June 7, 2018 Sacramento, California  
revised: TBD



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.1

**Meeting Date:** September 2, 2021

**Subject:** Public Hearing: First Reading of Revised Board Policy 3580, (Records Retention)

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference/Action
- Action
- Public Hearing

**Division:** Legal Services and Technology Services

**Recommendation:** Approve revisions to Board Policy 3580

**Background/Rationale:** State and federal law require that the District develop a secure document management system that provides for the storage, retrieval, archiving, and destruction of District documents. Such documents include electronically stored information (e.g., emails).

In order to ensure the confidentiality of records and safeguard data against damage, revisions are necessary. No prior updates to BP 3580 have occurred since 2001. Such updates include language in the CSBA Gamut model policy.

The District plans to adopt AR 3580, which includes language in the CSBA Gamut model regulation.

**Documents Attached:**

1. BP 3580 (Redlines)

<p><b>Estimated Time of Presentation:</b> 5 Minutes <b>Submitted by:</b> Raoul Bozio, In House Counsel and Bob Lyons, Chief Information Officer <b>Approved by:</b> Jorge A. Aguilar, Superintendent</p>
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# Board of Education Executive Summary

## Legal Department and Technology Services

Revision to Board Policy (BP) 3580: District Records

September 2, 2021



### I. Overview/History of Department or Program

State and federal law require that the District develop a secure document management system that provides for the storage, retrieval, archiving, and destruction of District documents. Such documents include electronically stored information (e.g., emails).

The current version of Board Policy 3580 was adopted in 1998 and revised in 2001. The proposed revisions to Board Policy 3580 are based on the updates provided by the California School Boards Association (CSBA).

The revised board policy includes provisions regarding the District's document management system and processes for notifications concerning breach of security of District records to ensure its records are developed, maintained, and disposed of in accordance with law. AR 3582 furthermore addresses details of timelines for retaining records and processes regarding electronically stored information.

### II. Driving Governance:

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level.

California's Education Code sections 35250-35258 pertain to records and reports and the District's requirements regarding the same. *See e.g.*, Cal. Ed. Code § 3254 ("The governing board of any school district may make photographic, microfilm, or electronic copies of any records of the district. The original of any records of which a photographic, microfilm, or electronic copy has been made may be destroyed when provision is made for permanently maintaining the photographic, microfilm or electronic copies in the files of the district, except that no original record that is basic to any required audit shall be destroyed prior to the second July 1st succeeding the completion of the audit.").

Pursuant to California Civil Code section 1798.29(a):

Any agency that owns or licenses computerized data that includes personal information shall disclose any breach of the security of the system following discovery or notification of the breach in the security of the data to any resident of California (1) whose unencrypted personal information was, or is reasonably believed to have been, acquired by an unauthorized person, or, (2) whose encrypted personal information was, or is reasonably believed to have been, acquired by an unauthorized person and the encryption key or security



# Board of Education Executive Summary

## Legal Department and Technology Services

Revision to Board Policy (BP) 3580: District Records

September 2, 2021



credential was, or is reasonably believed to have been, acquired by an unauthorized person and the agency that owns or licenses the encrypted information has a reasonable belief that the encryption key or security credential could render that personal information readable or usable. The disclosure shall be made in the most expedient time possible and without unreasonable delay, consistent with the legitimate needs of law enforcement, as provided in subdivision (c), or any measures necessary to determine the scope of the breach and restore the reasonable integrity of the data system.

### III. Budget:

The proposed policy is intended to address the District's document management system, including instances of a breach of security of District records. There is no direct budget impact from the revision to this policy.

### IV. Goals, Objectives and Measures:

Pursuant to the District's LCAP Goals, this Board Policy meets "Operational Excellence." The goal is to ensure that District records are developed, maintained, and disposed of in accordance with law.

### V. Major Initiatives:

This District records policy is critical to ensure the processes for a secure document management system and set forth how staff and others should store, retrieve, archive, and destroy documents. This Board Policy is also critical to maintain the confidentiality of records and establish regulations to safeguard data.

### VI. Results:

Approval of revision to Board Policy 3580. Ensure compliance with state and federal law.

### VII. Lessons Learned/Next Steps:

Adoption of revised Board Policy 3580 concerning District records. Information and correspondences concerning this matter have previously been shared with the District. Further updates will be provided as necessary.

# Sacramento City USD

## Board Policy

### District Records

BP 3580

#### Business and Noninstructional Operations

##### ~~District~~

~~The Governing Board recognizes the importance of securing and retaining district documents. The Superintendent or designee shall ensure that district records shall be developed, maintained, and disposed of in accordance with law and California Department of Education regulations, Board policy, and administrative regulation.~~

~~(cf. 1340 - Access to District Records)~~

~~(cf. 3440 - Inventories)~~

~~(cf. 4112.6/4212.6/4312.6 - Personnel Files)~~

~~(cf. 5125 - Student Records)~~

~~The Superintendent or designee shall consult with district legal counsel, site administrators, district information technology staff, personnel department staff, and others as necessary to develop a secure document management system that provides for the storage, retrieval, archiving, and destruction of district documents, including electronically stored information such as email. This document management system shall be designed to comply with state and federal laws regarding security of records, record retention and destruction, response to "litigation hold" discovery requests, and the recovery of records in the event of a disaster or emergency.~~

~~(cf. 0440 - District Technology Plan)~~

~~(cf. 3516 - Emergencies and Disaster Preparedness Plan)~~

~~(cf. 4040 - Employee Use of Technology)~~

~~The Superintendent or designee shall establish regulations that define records which are permanent, optional, and disposable and specify how each type of record is to be maintained or destroyed. Any microfilm copies of original records shall be permanently retained.~~

~~(cf. 9011 - Board Member Electronic Communications)~~

The Superintendent or designee shall ensure the confidentiality of records as required by law and shall establish regulations to safeguard data against damage, loss, or losstheft.

~~District public records shall not include the actual addresses of students, parents/guardians or employees when a substitute address is designated by the Secretary of State for victims of domestic violence. (Government Code 6207)~~

~~(cf. 1340 - Access to District Records)~~

~~(cf. 3440 - Inventories)~~

~~(cf. 4040 - Employee Use of Technology)~~

~~(cf. 4112.6/4212.6/4312.6 - Personnel **Records**)~~

~~(cf. 5111.1 - District Residency)~~

~~(cf. 5125 - Student Records)~~

(cf. 5125.1 - Release of Directory Information)

The Superintendent or designee shall ensure that employees receive information about the district's document management system, including retention and confidentiality requirements and an employee's obligations in the event of a litigation hold established on the advice of legal counsel.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

If the district discovers or is notified that a breach of security of district records containing unencrypted personal information has occurred, the Superintendent or designee shall notify every individual whose personal information was, or is reasonably believed to have been, acquired by an unauthorized person. Personal information includes, but is not limited to, a social security number, driver's license or identification card number, medical information, health insurance information, or an account number in combination with an access code or password that would permit access to a financial account. (Civil Code 1798.29)

The Superintendent or designee shall provide the notice in a timely manner either in writing or electronically, unless otherwise provided in law. The notice shall include the material specified in Civil Code 1798.29, be formatted as required, and be distributed in a timely manner, consistent with the legitimate needs of law enforcement to conduct an uncompromised investigation or any measures necessary to determine the scope of the breach and restore reasonable integrity of the data system. (Civil Code 1798.29)

(cf. 1112 - Media Relations)

(cf. 1113 - District and School Web Sites)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

(cf. 5145.6 - Parental Notifications)

## Safe at Home Program

District public records shall not include the actual addresses of students, parents/guardians, or employees when a substitute address is designated by the Secretary of State pursuant to the Safe at Home program. (Government Code 6206, 6207)

When a substitute address card is provided pursuant to this program, the confidential, actual address may be used only to establish district residency requirements for enrollment and for school emergency purposes.

(cf. 5111.1 - District Residency)

(cf. 5141 - Health Care and Emergencies)

### Legal Reference:

#### EDUCATION CODE

35145 Public meetings

35163 Official actions, minutes and journal

35250-35255 Records and reports

44031 Personnel file contents and inspection

49065 Reasonable charge for transcripts

49069 Absolute right to access

#### CIVIL CODE

1798.29 Breach of security involving personal information

#### CODE OF CIVIL PROCEDURE

1985.8 Electronic Discovery Act

2031.010-2031.060 Civil Discovery Act, scope of discovery demand

2031.210-2031.320 Civil Discovery Act, response to inspection demand

#### GOVERNMENT CODE

6205-~~6211~~6210 Confidentiality of addresses for victims of domestic violence, sexual assault or stalking

6252-6265 Inspection of public records

12946 Retention of employment applications and records for two years

#### PENAL CODE

11170 Retention of child abuse reports

#### CODE OF REGULATIONS, TITLE 5

430 Individual student records; definition

432 Varieties of ~~pupil~~student records

16020-16022 Records-, general provisions

16023-16027 Retention of records

#### UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act  
CODE OF FEDERAL REGULATIONS, TITLE 34  
99.1-99.8 Family Educational Rights and Privacy Act

Management Resources:

~~SECRETARY OF STATE~~

~~Letter re: California Confidential Address Program Implementation (SB 489), August 27, 1999~~

WEB SITES

California Secretary of State: <http://www.sssos.ca.gov/safeathome>

Policy SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

adopted: November 16, 1998 Sacramento, California

revised: November 5, 2001

revised:



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 12.1a

**Meeting Date:** September 2, 2021

**Subject:** Approval/Ratification of Grants, Entitlements, and Other Income Agreements  
Approval/Ratification of Other Agreements  
Approval of Bid Awards  
Approval of Declared Surplus Materials and Equipment  
Change Notices  
Notices of Completion

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference/Action
- Action
- Public Hearing

**Division:** Business Services

**Recommendation:** Recommend approval of items submitted.

**Background/Rationale:**

**Financial Considerations:** See attached.

**LCAP Goal(s):** College, Career and Life Ready Graduates; Safe, Emotionally Healthy, Engaged Students; Family and Community Empowerment; Operational Excellence

**Documents Attached:**

1. Grants, Entitlements, and Other Income Agreements
2. Expenditure and Other Agreements

<p><b>Estimated Time of Presentation:</b> N/A <b>Submitted by:</b> Rose Ramos, Chief Business Officer Jessica Sulli, Contract Specialist <b>Approved by:</b> Jorge A. Aguilar, Superintendent</p>
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## GRANTS, ENTITLEMENTS AND OTHER INCOME AGREEMENTS – REVENUE

<u>Contractor</u>	<u>New Grant</u>	<u>Amount</u>
<b><u>SPECIAL EDUCATION</u></b>		
California Department of Education A22-00016	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No, received in prior year	\$373,275 No Match
<p>7/1/20 – 6/30/21: Request for ratification of the WorkAbility I Program grant award notice which was received late. Grant provides funding for a training program for special education students ages 16 – 22 designed to promote career awareness and exploration while students complete their secondary education program. The WorkAbility I Program provides students with opportunities for job shadowing, paid and non-paid work experience, ongoing support and guidance from vocational personnel.</p>		

<b><u>STUDENT SUPPORT &amp; HEALTH SERVICES</u></b>		
California Department of Education A22-00015	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	\$64,500 No Match
<p>7/1/21 – 6/30/22: Education for Homeless Children and Youth (EHCY) program grant. The purpose of this program is to facilitate the enrollment, attendance, and success in school of homeless children and youth; and ensure homeless children and youth have equal access to the same free, appropriate, public education as provided to all other students. To address the overwhelming need for targeted attendance support for homeless students and to better establish a systemic approach for identifying and supporting students experiencing homelessness, the District will use the EHCY grant to fund a full time Youth and Family Mental Health Advocate (YFMHA) who will be primarily responsible for identification of and support for homeless students who are chronically absent or at risk of being chronically absent.</p>		

## EXPENDITURE AND OTHER AGREEMENTS

### Restricted Funds

<u>Contractor</u>	<u>Description</u>	<u>Amount</u>
<b><u>ACADEMIC OFFICE</u></b>		
Riverside Publishing R22-01070	5/1/21 – 6/30/26: 5-year agreement for GATE screening assessments. The District selected Riverside Assessments to provide gifted and talented education (GATE) screening assessments for all students in grades 1-4 for the 2021-22 academic year and grades 1 & 3 through the 2025-26 academic years. The Cognitive Abilities Assessment (CogAT) is the premier screening tool to identify diverse students for gifted services and advanced learning potentials. Riverside Assessments is the sole distributor of the CogAT. Securing a 5-year contract guarantees the greatest discount for services and guarantees prices will not increase for the life of the contract.	2021/22 Cost: \$251,359 COVID Relief Funds  2022/23 – 2025/26 Annual Cost: \$125,000 General Fund  Total: \$751,359
New Contract: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
	The CogAT provides the District with the necessary tools to equitably and reliably screen our diverse learners for gifted services across three cognitive domains (verbal reasoning, quantitative reasoning and figural spatial reasoning). Use of the CogAT in Grades 1-4 will replace prior contracts for other assessments that limit cognitive	

screening to only one domain. Screening in Grades 2 & 4 will only occur in the 2021-22 academic year to address screening gaps related to COVID closures in the prior year. Beginning in the 2022-23 academic year, universal screening will be conducted only in grades 1 and 3.

CogAT screening in Grades 1-4, supported by the Curriculum and Instruction department, will ensure that all students are universally, reliably and equitably screened for potential gifted and talented education services in alignment with LCAP Action Item 1.11 and SCUSD's prior Resolution Agreement with the US Department of Education, Office of Civil Rights. The screening assessment is designed to increase the percentage of students identified to receive gifted and talented education services in SCUSD. Further, use of the CogAT's multi-domain screeners for GATE identification will increase the percentage of historically under represented students who are able to be identified for GATE supports.

Outcomes of gifted education screenings will be monitored annually as a part of the LCAP process. Records will be retained by the Gifted Education Office.

After 2021/22, annual costs will not exceed \$125,000.

**CONTINUOUS IMPROVEMENT & ACCOUNTABILITY**

The College Board  
SA22-00066

7/1/21 – 6/30/22: On August 5, 2021 the Board approved a contract with College Board for provision of the PSAT for 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> graders as well as the SAT School Day program for 11<sup>th</sup> graders. However, due to the pandemic this year's seniors were uniquely denied the opportunity to participate in both the SAT School Day and the PSAT as juniors. In addition to the District not offering testing, these students were unable to take the SAT at other testing centers because all SAT test centers in California were closed to guest testers. Therefore, the department is seeking the approval of the Board to increase the existing contract by \$78,060 to provide a testing opportunity for seniors on October 13, 2021, the same day the PSAT 8/9 is offered to 8<sup>th</sup> and 9<sup>th</sup> graders and the PSAT/NMSQT to 10<sup>th</sup> graders. Providing students this opportunity would continue to advance the college-going culture. This testing opportunity would be offered universally to all 12<sup>th</sup> graders to ensure equitable and barrier free access.

Original Amount:  
\$188,403  
LCFF Funds

New Contract:

- Yes
- No

Increase:  
\$78,060  
COVID Relief  
Funds

New Total:  
\$266,463

**SPECIAL EDUCATION**

CompuClaim  
SA22-00014

7/1/21 – 6/30/22: Renewal of agreement for Medi-Cal Billing Option software (\$72,500 annually), which is used for submitting Medi-Cal claims, and consulting services not to exceed \$30,000. Services are needed in order to maximize the amount of Medi-Cal Billing Option funds the District receives.

\$102,500  
Medi-Cal Billing  
Option Funds

New Contract:

- Yes
- No



Eaton Interpreting SA22-00122	7/1/20 – 6/30/21: Interpreting services as requested by the Special Education department during the 2021/22 school year. Services include sign language interpreting for Deaf and Hard of Hearing students.	\$140,000 Special Education Funds
New Contract:		
<input checked="" type="checkbox"/> Yes		
<input type="checkbox"/> No		

Global Teletherapy S22-00001	9/1/21 – 6/30/22: Approve Master Contract with Global Teletherapy, a Non-Public Agency, for the 2021-2022 school year. Non-Public Agency services include Speech and Language Pathology, Occupational Therapy (OT), Physical Therapy (PT), Music Therapy, aides, and nurses for services that are identified on Individual Education Plans (IEPs). When the District is not able to provide services via District employees, the use of contract agencies is necessary to ensure that we comply with state and federal law that govern special education. Global Teletherapy will provide OT, PT, and speech therapy and assessments as well as school psychologist assessments and mental health therapy.	\$200,000 COVID Relief Funds
New Contract:		
<input checked="" type="checkbox"/> Yes		
<input type="checkbox"/> No		

**STUDENT SUPPORT**

ATvantage, LLC SA22-00070	6/15/21 – 6/30/22: Ratification is requested for one-year agreement for athletic trainer staffing at 6 high schools: C.K. McClatchy, Hiram Johnson, John F. Kennedy, Luther Burbank, Rosemont and West Campus. Athletic trainers support basketball, football, soccer and track programs at each of the sites. Athletic trainers staffed by ATvantage are certified by the National Athletic Trainers' Association and are "highly qualified, multi-skilled health care professionals who collaborate with physicians to provide preventative services, emergency care, clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions. Athletic trainers work under the direction of a physician as prescribed by state licensure statutes."	\$239,000 COVID Relief Funds (\$89,400) General Fund (\$150,000)
New Contract:		
<input checked="" type="checkbox"/> Yes		
<input type="checkbox"/> No		

In previous years the above schools have contracted directly with independent athletic trainers who had varying levels of qualifications and were not all certified. Though certification is not required by state law, utilizing ATvantage's services means that all sites will have athletic trainers with similar qualifications and all will be certified. This is especially important for students' physical and social emotional wellbeing as they return to school full time.

Normally services of this type and cost would require a competitive selection process such as a Request for Proposal. However, where competitive bidding proposals do not produce an advantage, competitive bidding does not apply. ATvantage is the only athletic trainer staffing agency serving the Sacramento region. Neighboring districts, such as EGUSD, have advertised for bids and only received responses from ATvantage, including as recently as June 2021. Because of that, and

because the districts utilizing their services recommend ATvantage, Purchasing Services found it was in the best interest of the District to move forward with a contract with ATvantage without issuing a formal Request for Proposals.

**STUDENT SUPPORT & HEALTH SERVICES**

Ro Health  
SA22-00134

8/24/21 – 8/23/21: Ratification of nursing staffing agreement is requested as well as an increase of \$917,300.

Original Amount:  
\$96,700

New Contract:

- Yes
- No

In order to efficiently and effectively respond to the current level of COVID-19 spread in the Sacramento area, several local medical services vendors were contacted and asked to provide additional staffing for contact tracing. Ro Health has known expertise in the field of contact tracing and is providing similar services to surrounding districts. Given what we have learned from surrounding districts currently in session, we anticipate needing at least twenty trained contact tracers at this time, however if identification of new cases and close contacts continues we may need additional staffing.

Increase:  
\$917,300

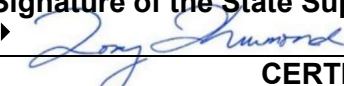

Total:  
\$1,014,000  
COVID Relief  
Funds

Communicable disease monitoring and response is an ongoing responsibility of Student Support and Health Services (SSHS) staff. SSHS will follow the guidelines and procedures outlined in the District’s Return to Health Plan, and any updated guidance from SCPH, CDPH and CDC, to respond to positive cases and close contacts in order to reduce the spread of COVID-19 in the community.

Contact tracing is a process that slows the spread of infectious diseases, including COVID-19. Contact tracing staff asks each person diagnosed with COVID-19 about people with whom they’ve recently had close contact. These individuals are alerted about the exposure to COVID-19, and they are advised to quarantine. School district staff perform contact tracing as it relates to exposures at school or work sites. Employers and schools are required to respond to cases of COVID-19 in order to prevent the spread of COVID-19 at school/work sites. The sooner health officials are able to alert close contacts, the lower the risk of COVID-19 spreading further. Prompt and coordinated actions, including case investigation and contact tracing, may inform decision-making about strengthening and focusing mitigation strategies.

In order for Ro Health nurses to be onboarded and trained in time for the beginning of school, District staff authorized an agreement for \$96,700 and now ask the Board to approve an increase to \$1,014,000 which is the estimated cost for their services through the end of the school year.

## Grant Award Notification

<b>GRANTEE NAME AND ADDRESS</b> Sacramento City Unified School District 5735 47th Avenue Sacramento, CA 95824				<b>CDE GRANT NUMBER</b>			
				<b>FY</b>	<b>PCA</b>	<b>Vendor Number</b>	<b>Suffix</b>
				20	23011	67439	A1
<b>Attention</b> Becky Bryant, SELPA Director				<b>STANDARDIZED ACCOUNT CODE STRUCTURE</b>		<b>COUNTY</b>	
<b>Program Office</b> WorkAbility I, Project Number 094				<b>Resource Code</b>	<b>Revenue Object Code</b>		
<b>Telephone</b> 916-643-9163				6520	8590	<b>INDEX</b>	
<b>Name of Grant Program</b> 2020-21 WorkAbility I Program						0663	
<b>GRANT DETAILS</b>	<b>Original/Prior Amendments</b>	<b>Amendment Amount</b>	<b>Total</b>	<b>Amend. No.</b>	<b>Award Starting Date</b>	<b>Award Ending Date</b>	
	\$373,275		\$373,275		7/01/2020	06/30/2021	
<b>CFDA Number</b>	<b>Federal Grant Number</b>	<b>Federal Grant Name</b>			<b>Federal Agency</b>		
<p>I am pleased to inform you that you have been funded for the WorkAbility I Program.</p> <p>This award is made contingent upon the availability of funds. If the Legislature acts to reduce or defer the funding upon which this award is based, then this award will be amended accordingly.</p> <p>Please return the original, signed Grant Award Notification (AO-400) to:</p> <p style="text-align: center;">California Department of Education                  Attention: Alexa Slater, Associate Governmental Program Analyst                  1430 N Street, Room 2401                  Sacramento, CA 95814-5901</p>							
<b>California Department of Education Contact</b> Wesley Roberson				<b>Job Title</b> Education Programs Consultant			
<b>Email Address</b> <a href="mailto:wroberson@cde.ca.gov">wroberson@cde.ca.gov</a>				<b>Telephone</b> 916-327-3671			
<b>Signature of the State Superintendent of Public Instruction or Designee</b> 				<b>Date</b> January 14, 2021			
<b>CERTIFICATION OF ACCEPTANCE OF GRANT REQUIREMENTS</b>							
<p><i>On behalf of the grantee named above, I accept this grant award. I have read the applicable certifications, assurances, terms, and conditions identified on the grant application (for grants with an application process) or in this document or both; and I agree to comply with all requirements as a condition of funding.</i></p>							
<b>Printed Name of Authorized Agent</b>				<b>Title</b>			
<b>Email Address</b>				<b>Telephone</b>			
<b>Signature</b> 				<b>Date</b>			

## Grant Award Notification (Continued)

### Conditions of the Grant Award:

1. General Assurances are hereby incorporated by reference. The California Department of Education (CDE) has agreed to accept the assurances your agency currently provides in the Consolidated Application. The CDE will verify if your agency has submitted required certifications and assurances on the CDE Request for Applications web page at <https://www.cde.ca.gov/fq/aa/co/ca18rfa.asp> prior to initial grant award payment.

**Note to Nonpublic Schools (NPS):** The CDE has agreed to accept the signed Drug-Free Workplace Certification your agency currently provides with the end-of-year renewal application. The CDE will verify that your agency has submitted the required certification prior to initial grant award payment.

2. This WorkAbility I (WAI) grant shall be administered in accordance with the provisions of the Individuals with Disabilities Education Act (IDEA) and in compliance with laws and regulations from the CDE, the Employment Development Department (EDD), and the state and federal Departments of Labor.
3. The grantee must sign and complete the Certification of Acceptance of Grant Requirements section of the Grant Award Notification (AO-400), which certifies the grantee accepts and agrees to the conditions of the grant. The grantee must return the signed AO-400 to the CDE. Upon receipt, an initial payment will be issued to your County Treasurer or agency. All approved project funds must be expended within the designated award period.
4. Grant funds must be used to implement the WAI Program as indicated in the project plan and consistent with California *Education Code* 56471 Section (e): "Workability project applications shall include, but are not limited to, the following elements: (1) recruitment, (2) assessment, (3) counseling, (4) preemployment skills training, (5) vocational training, (6) student wages for try-out employment, (7) placement in unsubsidized employment, (8) other assistance with transition to a quality adult life, and (9) utilization of an interdisciplinary advisory committee to enhance project goals."
5. The following program evaluation and renewal information will be compiled and submitted by the WAI grantee to the CDE: (a) student data, (b) program funds [staffing and program cost], (c) End-of-Year Report, (d) Renewal Application, and (e) Education Code Requirement Report.
6. Grantees must serve all students for which funding was received.
7. Grantees must place into employment at least 15 percent of the students for which funding was received.
8. Grantees must achieve a score of "Basic/Developing" on the Education Code Report: a numerical score of no less than nine for high schools and no less than seven for middle schools.
9. Grantees must have representation by their WAI Program staff at two regional meetings and one required state meeting per year.
10. If a grantee receives advisory and standing committee funds, then attendance by advisory and committee members is required at up to four committee meetings per year.
11. The grantee must maintain expenditure reports with supporting evidence and be prepared to submit them to the CDE upon request. The CDE has the authority to conduct program and fiscal reviews or audits.

12. The grantee must submit to the CDE an **Interim Expenditure Report** no later than **February 27, 2021**, for reporting actual expenditures from **July 1, 2020, through December 31, 2020**. If reported interim expenditures are less than the initial payment, then the scheduled interim payment will be reduced proportionately.
13. The grantee must submit to the CDE a **Final Expenditure Report** no later than **August 10, 2021**. Upon receipt of the Final Expenditure Report, up to 100 percent of the grant total will be reimbursed. Failure to submit the Final Expenditure Report, prior to next year's state grant award issuance, will affect the timely release of next year's payment and will result in conditions imposed on the grant.
14. Funds will be used for excess cost of normal expenditures when applied to staff, materials, and services that are not typically provided to students receiving special education services and that are necessary for the participation in this program.
15. The WAI grantee will provide information to WAI students with intellectual and developmental disabilities (ID/DD) ages 16 and above regarding Employment First, opportunities for employment, and supports to achieve Competitive Integrated Employment.
16. Students receiving special education services will be provided equal access to vocational education/technical/career programs and initiatives.
17. Every employed WAI student under the age of eighteen shall have an approved work permit on file at the employment site, and a copy shall be filed with the WAI grantee.
18. Work-based learning opportunities must be provided in compliance with the Work Experience Education (WEE), Regional Occupational Center and Programs (ROC/P).
19. The WAI program does not discriminate on the basis of race, color, national or ethnic origin, gender, or disability in the administration of its program and complies with all laws and regulations of the Americans with Disabilities Act and other appropriate legislation.
20. The WAI grantee shall be a California public school district, NPS, county office of education, and the state special schools for the deaf and blind.
21. The WAI grantee shall have support of the local governing board.
22. The WAI grantee shall collaborate and leverage resources to provide a full array of student services with minimum administrative cost.
23. The WAI grantee shall be accountable as defined by student, program, and fiscal outcomes.
24. The WAI grantee shall actively participate in community of practice efforts involving key stakeholders.
25. Students who participate in the WAI work experience program will be paid at least minimum wage. There is an exception for learners who may be paid not less than 85 percent of the minimum wage rounded to the nearest nickel during their first 160 hours of employment in occupations in which they have no previous similar or related experience.
26. Minimum wage will not exceed the prevailing minimum wage of the city in which the student is employed.
27. All WAI students will be placed into employment settings that are in the least restrictive environment and that facilitate movement toward postschool integrated employment.

28. The WAI grantee will enter into a Local Partnership Agreement (LPA) with core partners (local educational agencies, Department of Rehabilitation districts, and regional centers) and be prepared to submit to the CDE documentation of the LPA upon request.
29. All WAI programs and their grant personnel are prohibited from text messaging while driving a government-owned vehicle, while driving their own privately-owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email while driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.
30. Under authority of the CDE, if the grantee is identified as noncompliant in any of the aforementioned areas, conditions will be imposed on the grant. The State Superintendent of Public Instruction may authorize the CDE to withhold partial or total funding. Those grantees with violations will receive notification of conditions on their grant and will be instructed to develop a plan of action to remedy the noncompliance. No payments will be released to agencies with conditions on their grant until the CDE receives written notification from the agency agreeing to the conditions of the grant.

If you have any fiscal questions regarding this grant, please contact Alexa Slater, Associate Governmental Program Analyst, Special Education Division, by phone at 916-322-0581 or by email at [WorkAbility1@cde.ca.gov](mailto:WorkAbility1@cde.ca.gov).

cc: Business Fiscal Officer: Expenditure Report

**TESTING AND SCORING AGREEMENT**  
between the  
**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT**  
and  
**RIVERSIDE ASSESSMENTS, LLC**  
dba Riverside Insights

THIS AGREEMENT entered into as of the 17<sup>th</sup> day of May, 2021, by and between **SACRAMENTO CITY UNIFIED SCHOOL DISTRICT, 5735 47th Avenue, Sacramento, California 95824-4528**, (hereinafter referred to as the “District”), and **RIVERSIDE ASSESSMENTS, LLC dba Riverside Insights** (hereinafter referred to as “RIVERSIDE”), One Pierce Place, Suite 900W, Itasca, Illinois 60143. This Agreement is made subject to and incorporates by reference, RIVERSIDE's Terms of Use (available at: <https://info.riversideinsights.com/terms-of-use>).

**WITNESSETH THAT:**

**WHEREAS**, the District wishes to implement a testing program for all elementary schools within the District, having students in grades 1 to 4 (the participating schools are referred to as School or Schools); and

**WHEREAS**, RIVERSIDE is specifically qualified and equipped to provide the materials (“Materials”) and services (“Services”) for such testing programs as described herein;

**NOW, THEREFORE**, for and in consideration of the mutual promises and under the conditions and specifications set forth herein, the parties do mutually agree as follows:

**1.0 Term of this Agreement**

The initial term of this Agreement (the “Initial Term”) commences on May 1, 2021 and shall end June 30, 2026. The District has the option to renew the contract for one (1) additional year commencing July 1, 2026 and ending June 30, 2027 (the “Renewal Term”), by providing written notice of renewal to RIVERSIDE no less than ninety (90) days prior to the end of the Initial Term. The Initial Term and the Renewal Term, if any, are hereinafter collectively referred to as the “Term”.

**2.0 Price**

For the testing the District elects to conduct utilizing the paper and pencil testing mode, RIVERSIDE will invoice the District directly for materials and scoring after each of:

- Materials are shipped and
- Scoring is conducted and reports are made available online.

based upon the unit prices and the terms therefore listed in Exhibits A and B. Shipping and handling are in addition to the unit prices listed in Exhibits A and B and will be billed based on RIVERSIDE’s standard terms.

For the testing the District elects to conduct utilizing online testing, RIVERSIDE will invoice the District directly for online testing licenses to be administered when the testing licenses are issued based upon the unit prices listed in Exhibits A and B and the terms therefore listed in Exhibit D, respectively. Shipping and handling are not applicable to the prices for online testing licenses listed in Exhibits A and B.

Prices in Exhibit A for Grades 1 and 3 will be held constant for the Term of this agreement. Prices in Exhibit B for Grades 2 and 4 will be held constant through June 30, 2022.

### **3.0 Obligations of the District**

The District, agrees:

- 3.1 Not used.
- 3.2 To administer the *Cognitive Abilities Test*<sup>™</sup> (CogAT®) as set forth on Exhibit A for the full length of the Initial Term and Exhibit B for in the first year of the Initial Term.
- 3.3 To schedule the CogAT testing for grades 1 through 4 in a common time frame, as agreed upon by the District, in a uniform manner.
- 3.4 That the District/Schools will inventory and store reusable Materials, if any, from year to year and use these same Materials for each test administration during the life of this Agreement. All materials purchased through this Agreement will be the property of the District throughout and following the period of this Agreement, subject to the terms and conditions including, but not limited to, test security and copyright restrictions as set forth in RIVERSIDE's then-current catalog or website. Obsolete materials will remain the property of the District, subject to the terms and conditions as set forth in RIVERSIDE's then-current catalog or website ([www.riversideinsights.com](http://www.riversideinsights.com)).
- 3.5 That the District shall be responsible for submitting purchase order(s) ninety (90) days before the start of the testing window of each year of the Term indicating the quantity of consumable Materials and online testing licenses required under this Agreement, as well as any additional reusable Materials, if any, required, for testing in the Fall/Spring.
- 3.6 That the District will be responsible for properly packaging, along with a properly completed Order for Scoring Services (OSS), and accurately labeling cartons of answer documents in a timely manner for shipment to RIVERSIDE's scoring service center.
- 3.7 That the District will be responsible for shipping answer documents, using RIVERSIDE provided ARS prepaid labels, to the RIVERSIDE scoring service center by March 31 of each year.
- 3.8 For paper/pencil testing, if optional bar code labels are requested, the District will be responsible for providing a file of student information in a format acceptable to RIVERSIDE from which the student ID bar code labels will be generated and sent to the District where they will be applied to the test materials by District/School personnel.



3.9 For online testing, the District will provide a file of student information, in a format acceptable to RIVERSIDE, which will be used to generate rostering for online testing.

#### **4.0 Obligations of RIVERSIDE**

RIVERSIDE agrees to provide the Materials and Services herein, as further detailed in Exhibits A and B, under the terms and conditions listed in Exhibits C and D.

#### **4.1 Initial Materials**

This Agreement does not specify the use of reusable Materials. Consumable Materials will be provided by RIVERSIDE, upon receipt of purchase orders from the District, based on ordered amounts. Test booklets will be packaged in units of five (5) or twenty-five (25) with one accompanying directions for administration. Consumable answer documents are not specified as part of this Agreement. A common test level will be administered throughout each grade.

#### **4.2 Online Testing**

If the District chooses online test administrations, RIVERSIDE will provide the related licenses for students at the prices/terms listed in Exhibits A, B, and D. Online testing can be purchased for any grade level approved for online testing provided that the entire grade level at that school uses online testing. Online testing licenses purchased are subject to the terms and conditions on online testing order forms which can be found at [www.riversideinsights.com](http://www.riversideinsights.com) and are subject to change.

#### **4.3 Other Testing; Additional Materials and Services**

The District may order Materials and Scoring Services for testing and other additional materials which are not included in Exhibits A and B. RIVERSIDE will invoice the District for these Materials and Scoring Services so ordered at RIVERSIDE's then-current catalog price at the time of the order.

#### **4.4 Shipping, Handling, and Storage**

RIVERSIDE will provide:

- a. Delivery of all Materials to individual schools no later than 30 days prior to start of the testing window of each year for orders received according to the dates listed in section 3.5 of this agreement.
- b. Online score reports will be available to the schools within fifteen (15) business days after receipt of test documents that have arrived at the RIVERSIDE scoring center in scannable condition, with a completed Order for Scoring Services (OSS).
- c. Should local norms be requested, the period for the above referenced fifteen (15) business days shall begin subsequent to the receipt of the last document package received in scannable condition at the RIVERSIDE scoring center.

#### **4.5 Data Storage and Archive Service**

RIVERSIDE will store and archive: (a) physical answer documents for one (1) year after the date of creation, (b) scanned answer documents for five (5) years after the date of creation; and (c) scored data and roster data for twelve (12) years after the date of creation. Any other Diocese data that RIVERSIDE collects during the Term will be retained in accordance with RIVERSIDE's data retention policy. During the retention periods above, the relevant data will be available to the Diocese and its schools through an online reporting platform. After the end of the applicable retention period, the data will be destroyed, except as otherwise required by applicable law, court order, subpoena, and similar legal process or as otherwise agreed to in writing by the parties.

#### **4.6 Staff Development and In-Service**

RIVERSIDE will offer staff development activities under this Agreement related only to online testing. The District may purchase staff development activities based on the details in Exhibit B.

#### **4.7 Scoring Services**

Scoring Services for paper/pencil testing will be provided in accordance with the scoring plan and unit prices set forth in Exhibits A and B.

Scoring Services for online testing will include on-line availability of scoring reports within 24 hours after completion of the online testing session.

For online testing, no OSS is required. Online reporting through DataManager will be combined with the paper/pencil testing results, if any, and made available thereafter. The aggregation of results is possible at the order level and not the student and test battery level. RIVERSIDE can aggregate results of students who were tested online with the students who were tested with paper and pencil. Aggregation of a battery or subtest taken online with a battery or subtest that was taken paper and pencil is not possible.

#### **5.0 Terms of Payment**

Payment in full shall be due to RIVERSIDE within thirty (30) days of the date of any invoice issued hereunder. For paper/pencil testing, the District will be invoiced directly after each of:

- materials being shipped and
- scoring is conducted and reports are made available online.

For online testing, the District will be invoiced upon issuance of the testing licenses.

The District shall be responsible for payment of any applicable taxes imposed by the state of California or any other state.

## 6.0 Waiver or Modification of Terms

No waiver, alteration, or modification of any of the provisions of this Agreement or any addition thereto shall be binding unless in writing and signed by both parties.

## 7.0 Governing Law

All matters pertaining to the validity, construction and effect of this Agreement shall be governed by the laws of the State of California without reference to its principles of conflicts of laws.

## 8.0 Limit of Liability

**Except as set forth in Section 10, in no event shall RIVERSIDE be liable for any claims, damages, costs or reimbursements to the District in an amount greater than the actual dollar amount received by RIVERSIDE under this Agreement in the twelve months preceding the event giving rise to the claim.**

## 9.0 Confidentiality

RIVERSIDE will treat as confidential all information received in connection with this Agreement, and RIVERSIDE further agrees to disclose such information only to the District and those entities designated by the District, or as required by law, including FERPA, 20 U.S.C. 1232g, and Ed. Code section 49060 *et seq.*, which limits personally identifiable student records without parental consent with limited exceptions. See Riverside's policies at:

- DataManager Platform Terms of Use:
  - <https://info.riversideinsights.com/terms-of-use>
- DataManager Platform Privacy Policy:
  - [https://info.riversideinsights.com/privacy-assessment\\_policy](https://info.riversideinsights.com/privacy-assessment_policy)
  - [https://info.riversideinsights.com/privacy-remote\\_proctoring](https://info.riversideinsights.com/privacy-remote_proctoring)

## 10.0 Errors or Defects

RIVERSIDE shall take all necessary measures to correct any material errors or defects which include, but are not limited to, delays in reporting or the shipping of materials, errors in test items or errors in calculating scores, at no additional cost to the District, unless such error or defect is due to (i) the failure of the District to provide RIVERSIDE with any prerequisite materials or data in a proper form in a timely fashion, or (ii) an error or delay by a shipping company or other third party not reasonably under RIVERSIDE's control.

## 11.0 Termination

This Agreement is binding for the first five (5) years of the contract term, starting July 1, 2021 through June 30, 2026 (the "Term"). This Agreement may be terminated for breach of material obligations during the Term, upon failure to cure any confirmed breach within fifteen (15)

business days after receipt of written notice. After the Initial Term, either Party may terminate this Agreement for any reason upon sixty (60) days notice to the other Party. District may terminate this Agreement due to the non-appropriation of funds by providing at least ninety (90) days written notice prior to the start of the testing window. District will provide RIVERSIDE documentation evidencing the non-appropriation of funds upon request. RIVERSIDE shall be paid for materials, scoring services, and online testing licenses provided by it up to the date of termination.

**12.0 Notices**

All notices required or permitted to be given pursuant to this Agreement shall be in writing and shall be deemed given when delivered personally or by courier service to the address below, or when deposited in the United States mail, first class postage prepaid, addressed as follows:

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT 5735 47th Ave Sacramento CA 95824-4528 Attention: Contracts Office	RIVERSIDE ASSESSMENTS, LLC One Pierce Place, Suite 900W Itasca, Illinois 60143 Attention: Contract Administrator, Legal Department
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**13.0 Entire Agreement**

This Agreement contains the entire Agreement of the Parties hereto and supersedes any prior written or oral agreements between them concerning the subject matter herein.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their respective duly authorized representative as of the day and year first indicated above.

Accepted and Agreed to By:

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT    RIVERSIDE ASSESSMENTS, LLC**

\_\_\_\_\_  
Rose Ramos

\_\_\_\_\_  
Scott E Olson

\_\_\_\_\_  
Chief Business Officer  
Title

\_\_\_\_\_  
Manager, Proposal Services  
Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date



## Proposal

Prepared For

# Sacramento City USD

Sacramento City USD  
5735 47th Ave  
Sacramento CA 95824-4528  
United States

For the Purchase of:

## CogAT 1st and 3rd grades

For additional information or questions, please contact:

**Stephen Rosston**  
[stephen.rosston@riversideinsights.com](mailto:stephen.rosston@riversideinsights.com)

RIVERSIDE INSIGHTS

Attention:  
Kari Hanson-Smith  
[Kari-Hanson-Smith@scusd.edu](mailto:Kari-Hanson-Smith@scusd.edu)

Riverside Insights  
One Pierce Place Suite 900W  
Itasca, IL 60143  
PHONE: 800-323-9540  
[orders@riversideinsights.com](mailto:orders@riversideinsights.com)

## Proposal For Sacramento City USD

Material No	Title	List Price	Discount %	Sale Price	Quantity	Purchase/ Amount
2000018	CogAT Form 7 Online Testing Levels 5/6-17/18	\$15.23		\$15.23	4,018	\$61,194.14
1473576	Cognitive Abilities Test (CogAT), Form 7 Test Booklet Level 7, Package of 25	\$193.75	22.53%	\$150.00	156	\$23,400.00
1483585	Cognitive Abilities Test (CogAT), Form 7 Complete Data Plus Scoring Package Levels 5/6-8	\$11.91	22.53%	\$9.23	3,876	\$35,775.48
<b>Subtotal</b>						<b>\$120,369.62</b>

**Thank you,  
Stephen Rosston | Assessment Consultant |  
stephen.rosston@riversideinsights.com**

<b>Total Discount Amount:</b>	\$16,050.18
<b>Total Discount Applied:</b>	11.77%
<b>Subtotal Purchase Amount:</b>	\$120,369.62
<b>Shipping &amp; Handling:</b>	\$2,340.00
<b>Sales Tax:</b>	\$2,252.25
<b>Total Cost of Proposal (PO Amount):</b>	<b>\$124,961.87</b>

RIVERSIDE INSIGHTS

Attention:  
Kari Hanson-Smith  
Kari-Hanson-Smith@scusd.edu

Riverside Insights  
One Pierce Place Suite 900W  
Itasca, IL 60143  
PHONE: 800-323-9540  
orders@riversideinsights.com

# Exhibit A

## Proposal For Sacramento City USD

**Total Cost of Proposal (PO Amount) : \$124,961.87**

Thank you for considering Riverside Insights as your partner. We are committed to providing an excellent experience and delivering ongoing, high-quality service to our customers. To meet these goals, we want to ensure you are aware of the below Terms of Sale. These terms help us process your order quickly, efficiently, and accurately, ensuring successful delivery and implementation of our solutions.

- Please return this proposal with your signed purchase order that matches product, price and shipping charges.
- Provide the exact address for delivery of print materials. The shipping address may be your district warehouse or individual school sites, but it is essential that this is accurate.
- Please supply the name of each important district point of contact for all aspects of the solution including their direct contact information (email/phone):
  - Point of Contact for Print Materials
  - Point of Contact for Digital Materials
  - Point of Contact for Scheduling Professional Development
- Please confirm that we have the correct Ship to and Bill to information on the proposal.

<b>Ship To:</b> Sacramento City USD 5735 47th Ave Sacramento CA 95824-4528 United States	<b>Bill to:</b> 324305 Sacramento City USD 5735 47th Ave Sacramento CA 95824-4528 United States
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- Please provide funding start and end dates.
- Please note that all products and services will be billed upon the processing of your purchase order.
- Our payment terms are 30 days from the invoice date.
- Our standard shipping terms are FOB Shipping Point. The shipping terms for your proposal are FOB Shipping Point.
- Should any of these Terms of Sale conflict with any preprinted terms on your purchase order, the Riverside Insights Terms of Sale shall apply.
- Make check, money order, or valid purchase order payable to Riverside Assessments, LLC.

Thank you in advance for supplying us with the necessary information at time of purchase. Our goal is to ensure your success throughout the duration of this agreement, which starts with a highly successful delivery of our solution. For greater detail, the complete Terms of Sale may be reviewed here at: <http://www.riversideinsights.com>

**Date Of Proposal: 5/5/2021**

**Proposal Expiration Date: 9/15/2021**

RIVERSIDE INSIGHTS

Attention:  
Kari Hanson-Smith  
Kari-Hanson-Smith@scusd.edu

Riverside Insights  
One Pierce Place Suite 900W  
Itasca, IL 60143  
PHONE: 800-323-9540  
orders@riversideinsights.com



## Proposal

Prepared For

# Sacramento City USD

Sacramento City USD  
5735 47th Ave  
Sacramento CA 95824-4528  
United States

For the Purchase of:

## CogAT 2nd and 4th grades

For additional information or questions, please contact:

**Stephen Rosston**  
[stephen.rosston@riversideinsights.com](mailto:stephen.rosston@riversideinsights.com)

RIVERSIDE INSIGHTS

Attention:  
Kari Hanson-Smith  
[Kari-Hanson-Smith@scusd.edu](mailto:Kari-Hanson-Smith@scusd.edu)

Riverside Insights  
One Pierce Place Suite 900W  
Itasca, IL 60143  
PHONE: 800-323-9540  
[orders@riversideinsights.com](mailto:orders@riversideinsights.com)



## Proposal For Sacramento City USD

Material No	Title	List Price	Discount %	Sale Price	Quantity	Purchase/ Amount
2000018	CogAT Form 7 Online Testing Levels 5/6-17/18	\$15.23		\$15.23	3,980	\$60,615.40
1473578	Cognitive Abilities Test (CogAT), Form 7 Test Booklet Level 8, Package of 25	\$193.75	22.53%	\$150.00	158	\$23,700.00
1483585	Cognitive Abilities Test (CogAT), Form 7 Complete Data Plus Scoring Package Levels 5/6-8	\$11.91	22.53%	\$9.23	3,928	\$36,255.44
2000573	DATAMANAGER TRAINING ACADEMY GOLD, BEYOND YEAR ONE	\$1,175.00		\$1,175.00	1	\$1,175.00
<b>Subtotal</b>						<b>\$121,745.84</b>

Thank you,  
**Stephen Rosston | Assessment Consultant |**  
**stephen.rosston@riversideinsights.com**

<b>Total Discount Amount:</b>	\$17,439.54
<b>Total Discount Applied:</b>	12.53%
<b>Subtotal Purchase Amount:</b>	\$121,745.84
<b>Shipping &amp; Handling:</b>	\$2,370.00
<b>Sales Tax:</b>	\$2,281.13
<b>Total Cost of Proposal (PO Amount):</b>	<b>\$126,396.97</b>

RIVERSIDE INSIGHTS

Attention:  
 Kari Hanson-Smith  
 Kari-Hanson-Smith@scusd.edu

Riverside Insights  
 One Pierce Place Suite 900W  
 Itasca, IL 60143  
 PHONE: 800-323-9540  
 orders@riversideinsights.com

# Exhibit B

## Proposal For Sacramento City USD

**Total Cost of Proposal (PO Amount) : \$126,396.97**

Thank you for considering Riverside Insights as your partner. We are committed to providing an excellent experience and delivering ongoing, high-quality service to our customers. To meet these goals, we want to ensure you are aware of the below Terms of Sale. These terms help us process your order quickly, efficiently, and accurately, ensuring successful delivery and implementation of our solutions.

- Please return this proposal with your signed purchase order that matches product, price and shipping charges.
- Provide the exact address for delivery of print materials. The shipping address may be your district warehouse or individual school sites, but it is essential that this is accurate.
- Please supply the name of each important district point of contact for all aspects of the solution including their direct contact information (email/phone):
  - Point of Contact for Print Materials
  - Point of Contact for Digital Materials
  - Point of Contact for Scheduling Professional Development
- Please confirm that we have the correct Ship to and Bill to information on the proposal.

<b>Ship To:</b> Sacramento City USD 5735 47th Ave Sacramento CA 95824-4528 United States	<b>Bill to:</b> 324305 Sacramento City USD 5735 47th Ave Sacramento CA 95824-4528 United States
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- Please provide funding start and end dates.
- Please note that all products and services will be billed upon the processing of your purchase order.
- Our payment terms are 30 days from the invoice date.
- Our standard shipping terms are FOB Shipping Point. The shipping terms for your proposal are FOB Shipping Point.
- Should any of these Terms of Sale conflict with any preprinted terms on your purchase order, the Riverside Insights Terms of Sale shall apply.
- Make check, money order, or valid purchase order payable to Riverside Assessments, LLC.

Thank you in advance for supplying us with the necessary information at time of purchase. Our goal is to ensure your success throughout the duration of this agreement, which starts with a highly successful delivery of our solution. For greater detail, the complete Terms of Sale may be reviewed here at: <http://www.riversideinsights.com>

**Date Of Proposal: 5/5/2021**

**Proposal Expiration Date: 9/15/2021**

RIVERSIDE INSIGHTS

Attention:  
Kari Hanson-Smith  
Kari-Hanson-Smith@scusd.edu

Riverside Insights  
One Pierce Place Suite 900W  
Itasca, IL 60143  
PHONE: 800-323-9540  
orders@riversideinsights.com

**RIVERSIDE ASSESSMENTS, LLC**  
**Exhibit C –Pricing Terms for Materials and Scoring Services**  
**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT**  
**Grades 1 and 2**  
**IA®/CogAT® Testing**

The below relates to the *CogAT* Assessment and *DataPlus* Scoring and Reporting as outlined in Exhibits A and B.

**MATERIALS and SCORING**

**Terms and Conditions**

1. The pricing in Exhibits A and B is based on paper and pencil administered materials and scoring services per each of the grades listed in Exhibits A and B.
2. Materials will be shipped after:
  - the execution of this agreement, and
  - issuance by District and receipt by RIVERSIDE of a purchase order specifying the quantities of each level of test and related scoring and reporting each year for each testing cycle.
3. Invoicing will take place after each of:
  - Materials are shipped,
  - Scoring is conducted and reports are made available online.
  - All invoices will be sent to the District.
  - Shipping and handling charges are in addition to the unit prices listed in Exhibits A and B.
4. Payment for materials shipped and services performed shall be due and payable within thirty (30) days after invoicing.

**RIVERSIDE ASSESSMENTS, LLC**  
**Exhibit D – Pricing Terms for Online Testing Services**  
**SACRAMENTO CITY SCHOOL DISTRICT**  
**Grades 3 and 4**  
**IA®/CogAT® Testing**

**Terms and Conditions**

1. The pricing for online testing in Exhibits A and B is based on:
  - Online testing licenses for five (5) testing cycles, one testing event in each Spring of the following school years:
    - 2021-22, 2022-23, 2023-24, 2024-25, and 2025-26
  - Prices in Exhibit B will be held constant for the five (5) year term of this agreement, plus the option year.
2. Online testing licenses will be granted after:
  - the execution of this agreement,
  - issuance by the District and receipt by RIVERSIDE of a purchase order specifying the quantities of each level of online test each year for each testing cycle.
  - Completion of Page 2 of Exhibit D and its return to RIVERSIDE with the School's purchase order.
3. Online testing for each testing cycle will be invoiced upon RIVERSIDE's granting of online testing licenses. Billing will be based on the actual quantities of online testing licenses granted at the unit prices in Exhibits A and B.
4. Payment for invoices shall be due and payable within thirty (30) days of the date of any invoice.
5. Online testing is only available if the School's testing locations meet the technical specification for Riverside's online testing program. If technical specifications are not met, the School will utilize paper/pencil testing.
6. Except as otherwise set forth in this agreement, the purchase of online testing licenses is non-refundable and non-returnable.
7. Should the District not make payments on invoices for online testing in a timely basis, RIVERSIDE reserves the right to suspend and/or revoke these licenses until such time as the related invoices are paid in full.
8. Each School within the District using the online mode of testing must:
  - meet technical readiness criteria and
  - complete required training (or have previously taken the training).
9. Training for online testing is shown in Exhibit B.

## Payment Information

NOTE: Riverside Insights® is the new name of our independent company, which is no longer part of HMH.

Please enclose a check, money order, or valid purchase order payable to "Riverside Insights" with all orders.

- Purchase Order enclosed. Number \_\_\_\_\_
- Check enclosed. Number \_\_\_\_\_
- Money Order enclosed.

**IMPORTANT NOTE FOR CREDIT CARD USERS:** For your security, we can only accept credit card orders by phone at 800.323.9540. Customers wishing to remit payment by credit card will be contacted by Customer Service once their order has been processed.

Exempt from state sales tax. (Please attach copy of certificate)  
Cert. no. \_\_\_\_\_

Cert. Expiration Date \_\_\_\_\_

**NOTE: Orders from first time purchasers require a completed Test Purchaser Qualification Form.**

- Professional Credentials—Choose One:**
- Test Purchaser Qualification Form attached
  - Test Purchaser Qualification Form on file at Riverside Insights

## Charge to:

Name \_\_\_\_\_  
Position \_\_\_\_\_  
Organization \_\_\_\_\_  
Shipping Address \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
Phone: (\_\_\_\_) \_\_\_\_\_ Fax: (\_\_\_\_) \_\_\_\_\_  
Email address \_\_\_\_\_

## REQUIRED INFORMATION (YOUR ORDER WILL NOT BE PROCESSED WITHOUT THIS INFORMATION.)

**Please describe yourself:**

- System/District  Diocese/Archdiocese
- Building/School CHECK ONE:  Public School  Catholic School  Private School

**Anticipated Testing Date:** \_\_\_\_\_

**Reporting options:**  
Web Reports ONLY.  
Paper Reports are available; for an additional fee they may be ordered separately.  
  
To ensure delivery of your email notifications, please whitelist the email address: no-reply@dm.riverside-insights.com.

**Administration Mode:**  
CogAT Assessments are available in additional test administration types (i.e. Paper/Pencil). Please see appropriate order form on our website or contact your Assessment Consultant.

- System Requirements:**
1. Do the workstations that will be used for online testing meet the DataManager minimum system requirements? See [datamanagerinfo.com](http://datamanagerinfo.com) for a copy of the revised system requirements or ask your Assessment Consultant.  
 Yes  No
  2. Have you run the DataManager online system checker successfully on each workstation that will be used for online testing? (The System Check is accessed from the following URL: <https://tinyurl.com/DataManagerCheckReadiness>)  
 Yes  No

### Account Holder: (Please list the primary contact who will be the test administrator owner and DataManager Account Holder.) Note: this person is the primary test and IT contact and implementation manager.

Name \_\_\_\_\_  
Position \_\_\_\_\_  
Organization \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
Phone: (\_\_\_\_) \_\_\_\_\_ Fax: (\_\_\_\_) \_\_\_\_\_  
Email address \_\_\_\_\_

### Data Contact: (if different from Account Holder) Note: this person will be responsible for providing school system data files to Riverside.

Name \_\_\_\_\_  
Position \_\_\_\_\_  
Organization \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
Phone: (\_\_\_\_) \_\_\_\_\_ Fax: (\_\_\_\_) \_\_\_\_\_  
Email address \_\_\_\_\_

Prices are valid until June 30, 2021 and are subject to change without notice.





AMENDMENT #1 TOCB-00029756

COLLEGE READINESS AND SUCCESS CONTRACT

This AMENDMENT #1 to College Readiness and Success Agreement, dated July 1, 2021, by and between Sacramento City Unified School District ("Client") and the College Board ("College Board") including all appendices, exhibits and schedules (the "Agreement") is made as of this August 20, 2021. Capitalized terms not defined herein shall have the meaning as described in the Agreement.

WHEREAS, Client and College Board entered into the College Readiness and Success Contract to implement SAT® School Day, PSAT™ 8/9, and PSAT/NMSQT for July 1, 2021 through June 30, 2022.

WHEREAS, updated information that modifies certain provisions in the College Readiness and Success Contract; and

WHEREAS, the parties desire to enter into this Amendment to reflect the updated information from the Client to add SAT School Day for the 12th grade cohort for the October 13, 2021 administration; and

NOW, THEREFORE, in consideration of the mutual promises, representations and covenants set forth herein, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

- 1. Budget Schedule - The Budget Schedule in the Agreement is hereby deleted in its entirety and replaced herein and incorporated by this reference.
2. SAT School Day Program Fixed Fee Schedule - The SAT School Day Program Fixed Fee Schedule is hereby deleted in its entirety and replaced herein and incorporated by this reference,
3. Incorporation by Reference. Other than the changes set forth in the preceding paragraphs, all terms and conditions of the Goods and Services Agreement remain in full force and effect. Where there is a conflict between the Goods and Services Agreement and this Amendment, the provisions of this Amendment shall supersede and replace the conflicting terms and conditions of the Agreement. This Amendment, together with the Goods and Services Agreement, and any previous amendments, constitutes the entire understanding of the parties and cannot be further modified except by further written agreement of the parties.

IN WITNESS WHEREOF, the parties have executed this Amendment as of the date set forth below.

COLLEGE BOARD

DocuSigned by:

Jeremy Singer

Signature

Jeremy Singer

President

Printed Name & Title

08/22/2021

Date

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

Signature

Rose Ramos

Chief Business Officer

Printed Name & Title

Date



Amendment #1 CB-00030459 to CB-00029756

## Budget Schedule

Product Name	Start Date	End Date	Quantity	Unit Price	Cost	Discount	Total Cost
SAT SD Fixed-Fee Without Essay - 11th Grade	July 1, 2021	June 30, 2022	3,070	\$55.00	\$168,850.00	\$76,750.00	\$92,100.00
PSAT 8/9 EPP Fixed-Fee - 8th Grade	July 1, 2021	June 30, 2022	3,114	\$14.00	\$43,596.00	\$15,570.00	\$28,026.00
PSAT 8/9 EPP Fixed-Fee - 9th Grade	July 1, 2021	June 30, 2022	3,289	\$14.00	\$46,046.00	\$16,445.00	\$29,601.00
PSAT/NMSQT EPP Fixed-Fee - 10th Grade	July 1, 2021	June 30, 2022	3,223	\$18.00	\$58,014.00	\$19,338.00	\$38,676.00
SAT SD Fixed-Fee Without Essay - 12th Grade	July 1, 2021	June 30, 2022	2,602	\$55.00	\$143,110.00	\$65,050.00	\$78,060.00

Subtotal: \$459,616.00

Total Discount: \$193,153.00

Total Cost: \$266,463.00



**SAT SCHOOL DAY PROGRAM  
FIXED FEE SCHEDULE**

**I. BACKGROUND**

College Board owns and delivers its national standardized SAT test to students. Allowing students to take the test during a school day and shifting the financial obligation from the student to Client provides greater access for students to the SAT. College Board will assist Client in administering the SAT exam during a school day. This Schedule outlines how a Client sponsors a SAT School Day administration for students and what SAT data and reports may be provided to Client through our online data portal (the 'Program'). College Board supports this initiative by providing clients with access to additional savings when clients pay to administer the SAT to at least one entire grade of students ('Participating Grade'). Students who take the SAT exam in accordance with the provisions of this Schedule are herein referred to as 'Participants'.

**II. SCOPE**

College Board shall furnish the following SAT School Day materials and reports to the schools designated by Client in Section IV (List of 'Participating Schools').

**1. Materials for Students:**

- a. SAT Student Guide.*
- b. SAT test materials (test booklets).*
- c. Student Online Score Report, delivered via College Board website.*
- d. Ability to send scores to colleges, scholarship programs and other designated score recipients, via College Board website.*
- e. Access to Official SAT Practice on Khan Academy; students can link their College Board and Khan Academy accounts to receive free personalized practice recommendations based on their performance.*
- f. If Client is administering digital testing ('Digital Testing'), students will receive online access to the Digital Testing platform and download applications, and Client will have access to a Digital Test Preview to demonstrate the navigation and tools available to students in the Digital Testing platform.*

**2. Materials for Participating Schools:**

- a. Access to online individual student score reports and aggregate score reports, and downloadable student data file, delivered via College Board website.*
- b. Materials to support test administration.*
- c. If Client is administering Digital Testing, schools will receive online access to the Digital Testing platform and download applications, Client will have access to a Digital Test Preview to demonstrate the navigation and tools available to students in the Digital Testing platform, and SAT SD Digital Testing Coordinator Manual (copies sent to schools based on Client's bulk registration file; one per 10 students registered).*

**3. Reports for District:**

- a. Access to online individual student score reports and aggregate score reports, and downloadable student data file, delivered via College Board website.*

**4. Delivering SAT Practice Tools and Support.** In addition to the free practice tools available at <http://sat.collegeboard.org/practice>, all students will have access to free, personalized, and focused practice resources through College Board's collaboration with Khan Academy. Practice materials for the SAT exam are available at the





## Amendment #1 CB-00030459 to CB-00029756

Khan Academy website (<http://satpractice.org>). Client and Participants shall use the Khan Academy practice tool and materials in accordance with Khan Academy's guidelines.

Additional SAT Readiness products (e.g., publications) and services (e.g., Professional Development Workshops) are not included as part of the Program. Client may purchase these products and services separately.

5. **Providing Accommodations to Participants with Disabilities.** Accommodations for Participants with disabilities will be granted and administered according to College Board's standard eligibility and administration procedures. Participants must apply for accommodations under College Board's Services for Students with Disabilities (SSD) program and must follow the SSD program's published procedures, which can be found at <https://www.collegeboard.org/SSD>. Only College Board-approved accommodations are permitted. Any provided accommodations not previously and explicitly approved by College Board's SSD program will result in scores that are not valid, and that cannot be reported to colleges, scholarship programs and other designated score recipients. Client will be responsible for ensuring that an appropriate accommodations coordinator ('SSD Coordinator') is designated for each school to facilitate the application for and administration of approved accommodations. The 'SSD Coordinator Form' (used to establish an SSD Coordinator) is available at the above-referenced website. Participants with accommodations previously approved by College Board, and who have a College Board-issued SSD code, do not need to reapply for accommodations under this Program.
6. **Required Information.** Client shall furnish College Board with: (a) a list of Participating Schools as prescribed in Section IV (List of Participating Schools); (b) a review of estimated student enrollment from a public data source as prescribed in Section V (Fee Calculation); and (c) Client's contacts as prescribed in Section VI (Client Contact Information). Client will review the pre-populated enrollment data from public data sources and send any adjustments as prescribed in Section V (Fee Calculation).
7. **Changes to Participating Schools.** Changes to the list of Participating Schools must be submitted by the deadline as noted below. Participating Schools without a valid six-digit College Board school code should apply for their school code **at least six weeks** prior to the order deadline for their Primary Test Date for SAT School Day.

Administration Date	Deadline to submit changes
October 13, 2021	September 3, 2021
October 28, 2021	September 3, 2021
March 2, 2022	January 28, 2022
March 23, 2022	February 11, 2022
April 13, 2022	March 10, 2022
April 26, 2022	March 25, 2022

In the event that: any of Client's schools are omitted from the List of Participating Schools or listed without valid school codes, such schools shall not be covered under this Schedule. Additionally, information relating to Participants who incorrectly enter a grade or fail to enter a grade on their answer sheets, will be incorrectly depicted in reports furnished under this Schedule, and Client acknowledges that no adjustments can be made.

8. **Training of Designated Personnel at the Participating Schools.** College Board will provide all necessary training and/or instructional materials to designated Client personnel who will act as SAT School Day Coordinators, SSD Coordinators, Proctors, and Monitors (collectively 'Designated Personnel'). The required training and/or instructional materials will be made available by College Board to Client and **must be completed two weeks before the test administration date.**

Designated Personnel are required to adhere to all of College Board's procedures, policies, and protocols related to national test administrations as specified in the SAT School Day Coordinator training and instructional materials, and may be required to complete SAT School Day staff agreements. Client is responsible for ensuring compliance with all required Designated Personnel training. College Board reserves the right to cancel the administration of the Program at any Participating School where any Designated Personnel fail to complete such training prior to the scheduled test administration.

9. **SAT Student Guide distribution to Students.** Client shall ensure that copies of the SAT Student Guide are distributed to all Students **at least two weeks before test administration date.**



**10. Dedicated School Day Customer Service for Educators:**

College Board will provide Client with telephone customer service support for educators. Specifically, College Board will provide:

- Step-by-step assistance with College Board online tools (SSD System)
- Assistance with completing required forms (AI Request Form)
- Assistance with obtaining additional materials (Publications)
- Feedback mechanism for counselors

Dates and Times of Service: **Available three months prior to primary test date.** Standard hours of operation: Monday through Friday 9:00 a.m. to 5:00 p.m. Eastern Standard Time. Customer service for the SAT Program can also be accessed online at the following web address: <http://sat.collegeboard.org/contact>.

**III. SAT SCHOOL DAY TERMS AND CONDITIONS**

**SAT Program**

**1. SAT Ownership.** Client agrees and acknowledges that the SAT exam, and all items (questions) contained therein, including all copies thereof, all exam materials (including publications and reports) and all data, including but not limited to student scores derived from the exam and collected under this Schedule are at all times owned by College Board, which is the exclusive owner of all rights in and to the SAT exam, including, without limitation, copyrights, trademarks, trade secrets, patents, and other similar proprietary rights, and all renewals and extensions thereof (collectively 'College Board Intellectual Property'). Nothing in this Schedule shall be interpreted to indicate that College Board is passing its proprietary rights in and to College Board Intellectual Property to Client or that its normal security procedures will be altered in any way.

**SAT Data License**

**2. SAT Data and Reporting.** College Board hereby grants Client a limited, nonexclusive, nontransferable, non-assignable right to use the online score reports and individual student data for the legitimate educational purposes of internal analysis, which includes training sessions, as long as the data used during training preserves the confidentiality of students, and to incorporate it into educational data warehouse systems to improve college readiness. Client may not use or distribute the online score reports externally or to third parties without the express written consent of College Board.

For the April 13, 2022 paper and pencil administration, SAT question content and answer explanations will be provided in the online system, for the Primary Test Date only.

2.1 College Board grants Client a non-exclusive, limited and revocable license to use the questions and answers explanations for the sole purpose of classroom teaching and internal reporting purposes. Client understands and acknowledges that the questions and answers explanation include College Board copyrighted content and may also include third party copyrighted content for which Client may only use for the aforementioned purposes. Client acknowledge and agrees that it has no right to upload or post online, cache, reproduce, modify, display, edit, alter or enhance any portion of the SAT questions and answers or the third party content in any manner unless it has express written permission from College Board and the owner of the third party content.

2.2 College Board reserves the right to revoke the above license grant if Client violates the terms of the license. In addition, College Board shall not be liable to Client nor any third party for Client's use of the question and answers explanation (including but not limited to, any copyright infringement claims) beyond the scope of the license.

**SAT Administration**

**3. SAT Test Dates and Participating Grade.** Client agrees to administer the SAT to the following Participating Grade(s) on the Primary and Makeup Test Dates noted below:

Participating Grade(s)	Primary Test Date	Makeup Test Date
12	October 13, 2021	October 28, 2021
11	March 02, 2022	March 23, 2022

Participants who are absent from the Primary Test Date are eligible to take the test on the Makeup Test Date mentioned above. Client acknowledges that there are no designated or national administration makeup test dates associated with the April 26, 2022 Primary Test Date.



**4. Administering the SAT.** The SAT will be administered to students under standard College Board national test administration and security protocols as specified in the SAT School Day Test Coordinator Manual and SAT School Day Test Coordinator training and instructional materials, unless otherwise stated in this Schedule, and will result in scores that are reportable to colleges for admissions purposes. In accordance with College Board policies, any test irregularity, including mis-administrations or security breaches, will be thoroughly investigated and may result in score cancellations. Client is responsible for making all necessary arrangements to ensure that the testing environment and the security of all test materials satisfy College Board requirements as specified in the SAT School Day Coordinator training and instructional materials. The test will be administered by Client-employed personnel, who will not receive additional remuneration by College Board. All Participants must test on either the designated test day or, when available, designated makeup test day. This Agreement does not guarantee that all Students targeted by Client for the Program will actually test. It is the responsibility of Client to encourage Participants to complete the Program. Participants will follow the guidelines on the SAT website and in student materials sent by College Board. For Digital Testing, Client shall also comply with the guidelines as published in the SAT School Day Digital Testing Coordinator Manual, SAT School Day Digital Testing Accommodated Manual and all relevant supplemental system requirements, installation manuals and guides.

**5. Client Testing Delays.** Participating schools select one of the administration dates for the SAT School Day. Should an event occur that would require participating schools to close for reasons beyond the reasonable control of such participating schools (for example, including, but not limited to, severe weather, extended power outages, or a teacher's strike) (an 'SAT Delay Event'), College Board will work with Client and participating schools to shift testing to the Makeup administration, if available. College Board will not be liable if College Board's shipping vendor is unable to timely deliver test materials to the participating schools for the Makeup administration, or should an SAT Delay Event otherwise prevent the participating schools from administering the SAT School Day on the Makeup administration in accordance with the policies set forth in the SAT School Day Coordinator's Manual. College Board will use its best efforts to support the change of test date. College Board will assume any additional costs associated with rescheduling and delivering tests to participating schools impacted by an SAT Delay Event up to one week prior to the Makeup administration. Client will be liable for any additional fees associated with rush deliveries, publication reprints or incremental support incurred for deliveries within seven (7) days of the Makeup administration. College Board reserves the right to deny a change of test date if, in its sole opinion, the additional work will endanger its vendors or its' employees, agents, consultants, or if Client has failed to promptly inform College Board of the need for a test day change in time to allow delivery of test materials one week prior to the Makeup administration. Client understands that by selecting the Makeup administration as their main administration date, if there is an SAT Delay Event, there may be no additional SAT School Day test dates. In such cases, this Agreement remains in full force and effect and Client will not be charged any unused test fees.

**6. Digital Testing Requirements** (If Client is administering Digital Testing):

- a. The SAT School Day Coordinator at each Participating School will complete all required College Board Digital Coordinator Training and provide training access to other supporting staff. Client will ensure compliance with training requirements for all testing staff.
- b. The SAT School Day Coordinator at each Participating School will ensure the successful and accurate completion of all digital preadministration and technology setup activities. These include: a dedicated device for test coordinator(s) to monitor test activities, a proctor computer to administer the digital test in each testing room, and school-owned devices for each test-taking student with College Board Secure Browser installed. Additional information on the computers required for test day, including recommendations on battery and power source, can be found here: <https://digitaltesting.collegeboard.org/digital-preparedness/computer-requirements>. Client must further ensure that each school can meet College Board Digital Testing Requirements as outlined on the digital testing website, in the following areas:
  - **Supported Operating Systems for Student Testing:** Review this webpage: <https://digitaltesting.collegeboard.org/digital-preparedness/supported-operating-systems>, for guidance on supported desktops, laptops and tablets for student testing.
  - **Supported Web Browsers by Operating System:** Review this webpage: <https://digitaltesting.collegeboard.org/digital-preparedness/supported-browsers>, for information on supported operating systems and corresponding web browsers for each application.
  - **Network Configuration:** Review this webpage: <https://digitaltesting.collegeboard.org/digital-preparedness/network-configuration>, for guidance on network configuration including: required bandwidth, ports and protocols, and URLs to whitelist for optimal testing experience.


**Amendment #1 CB-00030459 to CB-00029756**

Client understands that updates to the Digital Testing requirements will be posted on the digital testing website links outlined above.

- c. Client agrees and understands that seating policies for Digital Testing are different from those for paper and pencil testing and will ensure that Participating Schools consult College Board manuals and training and adhere to the most up-to-date Digital Testing room seating policies.
- d. Bulk Registration is required for schools electing Digital Testing.

7. There is always a risk of disruption during paper or digital testing, including, without limitation, computer issues. College Board has endeavored to put in place procedures to allow administrators and students to recover from such disruption and complete testing. Despite such efforts, Client understands that there are situations where College Board's only option is to schedule a make-up test. This is Client's sole remedy in relation to such disruption.

8. If Client is administering the test with accommodations requiring the use of an approved assistive technology device, students should pre-test the device in the Student Digital Test Preview prior to test day to ensure operational functionality. If the digital accommodation supports within the Digital Test Preview do not meet the students testing needs, Client shall arrange for alternate accommodation supports.

**IV. LIST OF PARTICIPATING SCHOOLS**

SCHOOL NAME	SCHOOL CODE	ADMINISTRATION
American Legion High School	052700	SAT School Day: March 2, 2022
American Legion High School	052700	SAT School Day: October 13, 2021
C K McClatchy High School	052705	SAT School Day: March 2, 2022
C K McClatchy High School	052705	SAT School Day: October 13, 2021
Capital City School - Independent Study	052909	SAT School Day: March 2, 2022
Capital City School - Independent Study	052909	SAT School Day: October 13, 2021
George Washington Carver School of Arts and Science	053015	SAT School Day: March 2, 2022
George Washington Carver School of Arts and Science	053015	SAT School Day: October 13, 2021
Health Professions High School	053984	SAT School Day: March 2, 2022
Health Professions High School	053984	SAT School Day: October 13, 2021
Hiram W Johnson High School	052717	SAT School Day: March 2, 2022
Hiram W Johnson High School	052717	SAT School Day: October 13, 2021
John F Kennedy High School	052713	SAT School Day: March 2, 2022
John F Kennedy High School	052713	SAT School Day: October 13, 2021
Kit Carson International Academy	054889	SAT School Day: March 2, 2022
Kit Carson International Academy	054889	SAT School Day: October 13, 2021
Luther Burbank High School	052719	SAT School Day: March 2, 2022
Luther Burbank High School	052719	SAT School Day: October 13, 2021
Met Sacramento High School	053916	SAT School Day: March 2, 2022
Met Sacramento High School	053916	SAT School Day: October 13, 2021
Rosemont High School	053927	SAT School Day: March 2, 2022
Rosemont High School	053927	SAT School Day: October 13, 2021
Sacramento Accelerated Academy	050808	SAT School Day: March 2, 2022
Sacramento Accelerated Academy	050808	SAT School Day: October 13, 2021
Sacramento New Technology High School	053012	SAT School Day: March 2, 2022
Sacramento New Technology High School	053012	SAT School Day: October 13, 2021
School of Engineering and Sciences	054286	SAT School Day: March 2, 2022
School of Engineering and Sciences	054286	SAT School Day: October 13, 2021
West Campus High School	052728	SAT School Day: March 2, 2022
West Campus High School	052728	SAT School Day: October 13, 2021



## V. FEE CALCULATION

**1. Program Pricing.** The fee calculation for this Schedule depends solely on the total enrollment figures for the Participating Grade(s) as indicated in the College Readiness Agreement Budget Schedule ('Budget Schedule') and Client's official National School Lunch Program (NSLP) percentage. If, during the term covered by this Schedule, College Board is furnishing other assessments to Client (under separate agreements), or if multiple grades are being tested under this Schedule, Client shall receive a greater discount as set forth on the Budget Schedule. The table below details the discounts available ('Suite Pricing' and 'Multi-Assessment Pricing'). For purposes of Suite pricing under this Schedule, the PSAT/NMSQT ('PN') and PSAT 10 ('P10') are considered one assessment.

National School Lunch Program (NSLP) Percentage	Suite Pricing: SAT School Day with PSAT 8/9, and PN and/or P10	Multi-Assessment Pricing: <ul style="list-style-type: none"> <li>SAT School Day with either PN or P10 or PSAT 8/9</li> <li>At least <u>two</u> grades testing for SAT School Day</li> </ul>
≥0% and <50%	\$36.00	\$39.00
≥50% and <75%	\$33.00	\$38.00
≥75%	\$30.00	\$36.00

Client will be charged a fixed fee based on enrollment as noted above, regardless of how many students actually take the SAT. The enrollment and total cost indicated in the Budget Schedule are estimates; Client will be given an opportunity to adjust enrollment by the following deadlines:

Administration Date	Deadline to submit updated enrollment
October 13, 2021	October 29, 2021
October 28, 2021	
March 2, 2022	January 28, 2022
March 23, 2022	
April 13, 2022	March 4, 2022
April 26, 2022	

Client acknowledges and agrees that Participating Schools are directly responsible for the fees of students whose SAT answer sheets indicate that they are not in a participating cohort.

**2. Changes to Enrollment.** If Client determines, after signing this Agreement, that the enrollment figures provided herein are incorrect by more than 5% (higher or lower), Client must promptly provide College Board with the adjusted enrollment figures and identify how and where College Board may confirm this information. Client shall send the updated enrollment figures and an official enrollment report or references, on official letterhead, via email to [AssessmentsProgram@collegeboard.org](mailto:AssessmentsProgram@collegeboard.org) as noted above.



Amendment #1 CB-00030459 to CB-00029756

Notwithstanding the foregoing, after the administration of the assessment, College Board may request a verification of enrollment by Participating Grade from Client. If enrollment figures provided by Client based on such request, differ from those provided herein, College Board will adjust the total cost of the Schedule to account for either increases or decreases in enrollment. Additionally, in the event actual participation in a Participating Grade exceeds Client's enrollment figures indicated herein, Client shall remit payment to College Board for any additional students at the then-current rate per student as indicated on College Board's website currently located at <https://collegereadiness.collegeboard.org/sat/register/>.

**3. Restrictions.** There is no additional discount under this Schedule provided for Participants who are using fee reduction benefits.

**4. Unused Tests.** Participating Schools will not incur unused test fees.

#### VI. CLIENT CONTACT INFORMATION

	Primary <sup>1</sup>	Data Recipient <sup>2</sup>	Billing <sup>3</sup>	Bulk Registration (optional) <sup>4</sup>
Name:	Ed Eldridge	Ed Eldridge	Jessica Sulli	Jennifer Ellerman
Title:	Director of Strategy & Innovation	Director of Strategy & Innovation	Contracts Specialist	Coordinator
Address:	5735 47th Ave	5735 47th Ave	5735 47th Avenue	5735 47th Ave
City/State/Zip:	Sacramento, CA 95824	Sacramento, CA 95824	Sacramento, CA 95824-4528	Sacramento, CA 95824-4528
Phone:	(916) 643-9420	(916) 643-9420	(916) 643-2464	(916) 643-9420
Email:	ed-eldridge@scusd.edu	ed-eldridge@scusd.edu	jessica-sulli@scusd.edu	jennifer-ellerman@scusd.edu

<sup>1</sup> This is the person to whom College Board should direct primary communications.

<sup>2</sup> This is the person to whom College Board should send the data/data access information for this Schedule, if different from the Primary Contact.

<sup>3</sup> This is the person to whom College Board should send the invoice for this Schedule, if different from the Primary Contact.

<sup>4</sup> This is the person to whom College Board should send the bulk registration information and access code for uploading the electronic file for processing.



## **Contract Schedule C Enhanced Consulting Support Services**

This agreement is made between **CompuClaim**, Inc. and the Sacramento City Unified School District, hereinafter called the **SCUSD**, this August \_\_\_, 2021 as an addendum to our existing contract dated July 1, 2020.

Enhanced Consulting Support Services will provide Sacramento City Unified School District additional support and oversight to ensure the district has a support staff person working directly with the Medicaid Coordinator/Director of Special Education to oversee their Medicaid program.

Sacramento City Unified School District has the potential increase their reimbursement revenue annually. To reach this potential the district requires a well-developed plan to document all eligible services and optimize all opportunities with complete oversight and management of their program.

Based on limited Administrative district staff to effectively oversee the CA Local Educational Agency-Billing Option Program (hereinafter called LEA BOP), CompuClaim will assign an Account Manager to provide additional consulting support services as outlined below.

### **Schedule C: Consulting Support Services**

CompuClaim will provide Consulting Support Services to the Sacramento City Unified School District during the 2021-2022 school year that includes the following additional support services:

- Identify and review all eligible services as outlined in the CA Medi-Cal SPA are being provided and logged for all students.
- Performance report review will be conducted on a monthly basis and submitted to the Director of Special Education by the assigned Account Manager. Details of providers and caseloads will be reviewed to ensure all staff are logging services in a timely fashion to facilitate Medicaid reimbursement. As part of the performance review process, the Account Manager will:
  - Communicate directly with in-district providers who are behind in logging activities, and
  - Ensure all allowable providers are established in the service portal by reviewing the districts TSP list
- Work with the Director to update all providers using the service portal and update users.
- Provide assistance with entering parental consents and ensuring district receives monthly status reports on outstanding consent.
  - Parental consent is required for all IEP/IFSP services.





- CompuClaim will provide assistance with entering provider NPI for prescription into the service portal, ensuring district receives monthly status reports, and provide education and guidance as necessary to district administration around the procurement physician ORP NPI;
- CompuClaim will conduct biweekly meetings with the Director of Special Education. In these updates we will discuss any outstanding services that are not being captured according to held services and where SCUSD is with reimbursement for the year. CompuClaim will provide:
  - Detailed forecast of services that is/is not currently being captured to improve reimbursement for the district

**Consulting Support Services Compensation**

CompuClaim will provide Sacramento City Unified School District with consulting support services during the 2021-2022 SY to provide more intensive oversight and management of their existing School Based Medicaid program.

The *SCUSD agrees* to pay *CompuClaim, Inc.* of consulting support services as outlined in this **Schedule C**, a monthly fee of \$5,000.00 beginning October 1, 2021 thru December 30, 2021. This amount will be invoiced monthly upon signed agreement for consulting support services. The designated CompuClaim staff member will conduct one district meeting at the initial implementation of this contract and then conduct monthly telephone meetings with the Director to keep the district apprised of the progress and action items requiring attention

Enhanced consulting support services will be invoiced on a monthly basis starting with May 2021 invoices. If the district does not wish to extend the consulting services agreement past **December 30, 2021**, then the district must notify CompuClaim in writing at least 30 days before the addendum end date.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement by their signatures below.

District

CompuClaim, Inc.

By: \_\_\_\_\_  
(Signature)

By: \_\_\_\_\_  
(Signature)

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_





## ***Service Agreement for School-Based LEA Medi-Cal Billing Option Program***

This Service Agreement is made by and between CompuClaim, Inc. (“CompuClaim”), a Rhode Island corporation with an address of 221 Third Street, Newport, Rhode Island 02840, Sacramento City Unified School District, with an address of 5735 47<sup>th</sup> Avenue, Sacramento, CA 95824 (“District”).

**WHEREAS**, the District provides medically necessary health care related services to eligible students under the LEA Medi-Cal Billing Option Program (hereinafter LEA BOP).

**WHEREAS**, the District is desirous of maximizing its potential to receive Medi-Cal reimbursements to which it may be entitled for providing said health care services;

**WHEREAS**, CompuClaim possesses the expertise and resources to appropriately prepare the claims necessary for LEA BOP;

**NOW, THEREFORE**, for good and valuable consideration, the receipt and receipt of which is hereby acknowledged, the parties hereto do mutually agree as follows.

### **1. DIRECT CLAIMING SERVICES**

CompuClaim will provide Direct Claiming Services as described on Schedule A (hereinafter “DCS”) in order to process the District’s claims for LEA BOP reimbursement for direct medical services provided to Medi-Cal-eligible students, based upon data provided to CompuClaim by the District.

### **2. COMPENSATION**

- a. The District agrees to pay CompuClaim, Inc. for the DCS at the rate set forth in Schedule C attached hereto.
- b. CompuClaim will invoice the District each July 1st of the fiscal school year. Payment shall be due 30 days from the date of the invoice. Late payments shall be subject to late charge for every calendar month or fraction thereof equal to the lesser of (i) a 1.5 percent or (ii) the highest rate allowed by state law. In addition, the District shall be liable for any legal fees or other costs of collection. To enable electronic billing, District should complete Schedule E attached hereto.



### **3. RESPONSIBILITY FOR DISALLOWANCES - CHANGE**

a. District shall defend and indemnify CompuClaim from and against any fines or penalties imposed upon CompuClaim as a result of an award of damages and costs against CompuClaim due to a suit or claim by the Centers for Medicare & Medicaid Services (“CMS”), the Department of Healthcare Services (DHCS), the US Department of Health and Human Services, a final court judgment, or a settlement of any of the foregoing based on a disallowance of claims filed by CompuClaim on District’s behalf (a “Claim”) if CompuClaim: (a) notifies District in writing of a Claim within ten (10) days after CompuClaim receives notice; (b) gives District sole authority to defend or settle the Claim; (c) gives District all information in CompuClaim’s control concerning the Claim; and (d) reasonably cooperates and assists District with defense of the Claim. CompuClaim may participate in the defense of a Claim at its own expense. District shall not settle any Claim in a manner that imputes wrongdoing to or incurs liability for CompuClaim.

b. If District is required to return funds to CMS or to the DHCS due to inaccurate information provided by the District to CompuClaim, any portion of those amounts that were paid to CompuClaim as compensation pursuant to Section 2(a) above will be non-refundable.

c. If the District is required to return funds to CMS and/or the DHCS due to an error directly attributable to CompuClaim, District’s sole remedy shall be limited to a return of fees paid to CompuClaim for the claim that contained such error. During the course of this contract, CompuClaim will maintain an active Errors and Omissions Insurance Policy.

### **4. PRIVACY REQUIREMENTS AND CONFIDENTIALITY**

a. “Protected Health Information” or “PHI” shall have the same meaning as the term ‘protected health information’ in 45 CFR §160.103.

b. Both District and CompuClaim shall collect and/or store student data and PHI and so in order to comply with legal obligations to protect such information agree (i) to enter into a Business Associate Agreement substantially in the form attached hereto as Schedule D.

c. Notwithstanding any other provision hereof, CompuClaim or District may, to the extent permitted by law, use for any purpose PHI that has been aggregated in manner that would make it impossible to identify any individual subject.

d. Each Party agrees that with respect to any Confidential Information (as defined below) that is disclosed by one Party (the “Disclosing Party”) to the other Party (the “Receiving Party”) in connection with this Agreement, the Receiving Party shall not disclose such Confidential Information to any third party, or use it for any purpose, except to perform its



obligations or enforce its rights hereunder. The Receiving Party shall take all such actions as are reasonably necessary and appropriate to preserve and protect the Disclosing Party's Confidential Information by exercising the same level of care, but no less than a reasonable degree of care that a Party uses to protect its own Confidential Information of a like nature. Each Party shall only permit access to Confidential Information of the other Party to those of its employees or authorized representatives having a need to know and who have signed confidentiality agreements or are otherwise bound by confidentiality obligations at least as restrictive as those contained herein. Each Receiving Party shall be responsible for the compliance of its employees, agents and third-party service providers with the confidentiality obligations set forth herein, and shall be liable for any breach thereof.

e. "Confidential Information" means all information concerning a Party or any of its subsidiaries or affiliates that is not generally known to the public, which information is marked confidential or proprietary, or which under the circumstances ought reasonably to be treated as confidential or proprietary. Confidential Information shall include, but not be limited to, the terms of this Agreement (but not the fact of the Agreement's existence), technology, business plans, techniques, methodologies, pricing, marketing and sales strategies, client information, and other non-public materials and information regarding the other Party's business operations and the technology and know-how related to the Service. Notwithstanding the foregoing, Confidential Information does not include information that: (i) is, as of the time of disclosure by a Party, or thereafter becomes, part of the public domain through a source other than the Receiving Party receiving such information; (ii) was lawfully in the possession of the Receiving Party as of the time of disclosure, as evidenced by its written records; (iii) is independently developed by the Receiving Party without reference to the Confidential Information, as evidenced by its written records; or (iv) is subsequently obtained from a third party not subject to an obligation of confidentiality with respect to the information disclosed. In the event the Receiving Party is required by law or legal process to disclose any Confidential Information, the Receiving Party shall, to the extent permitted by law, provide prompt notice of such to the Disclosing Party so that legal protection for the Confidential Information may be sought. In the event that a protective order or other remedy is not obtained, each party will furnish only that portion of the Confidential Information that is legally required. Upon termination of this Agreement, each Party will promptly either return or destroy all tangible Confidential Information as requested by the other Party, retaining only such information as is necessary for recordkeeping in the ordinary course of business.

## **5. INTELLECTUAL PROPERTY INDEMNITY**

a. CompuClaim shall, at its expense, defend any suit or claim brought against District and shall indemnify District against an award of damages and costs against District by a final court judgment or in settlement of such suit or claim based on (i) non-compliance with any applicable law or regulation by CompuClaim, its employees, officers, agents or



representatives, or (ii) the allegation that District's use of DCS infringes a US patent or copyright (a "District Claim"), if District: (a) notifies CompuClaim in writing of the District Claim within ten (10) days after District receives notice; (b) gives CompuClaim sole authority to defend or settle the Claim; (c) gives CompuClaim all information in District's control concerning the District Claim; and (d) reasonably cooperates and assists CompuClaim with defense of the District Claim. District may participate in the defense of a District Claim at its own expense. CompuClaim shall not settle any Claim in a manner that imputes wrongdoing to or incurs liability for District.

b. If DCS becomes or in CompuClaim's opinion is likely to become the subject of a suit or claim of infringement of a Patent or Copyright, CompuClaim shall at its option and expense (a) obtain the right for District to use the Service; (b) replace or modify DCS so that it becomes non-infringing; or (c) terminate the License for the Service. If CompuClaim terminates the License for the under this Section 5(b), (i) District shall cease to use the Service; and (ii) as District's sole and exclusive remedy against CompuClaim (other than the indemnification by CompuClaim under Section 5(a) CompuClaim shall refund any prepaid fees paid for the infringing DCS.

c. SECTION 5 STATES COMPUCLAIM'S ENTIRE LIABILITY AND DISTRICT'S SOLE REMEDY REGARDING INTELLECTUAL PROPERTY INFRINGEMENT.

## **6. TERM AND TERMINATION**

a. The term of this Agreement shall begin upon the July 1, 2021 and end June 30, 2022. Additionally, this Agreement may be extended in (1) month increments, to ensure continued operations during a period of transition with a signed and approved contract addendum.

b. CompuClaim may terminate this Agreement if CompuClaim is in compliance with this Agreement and either (a) District fails to pay CompuClaim any amounts when due or, (b) District is in material default of any other provision of this Agreement and such default has not been cured within thirty (30) days after CompuClaim gives District written notice describing the default. Upon termination in accordance with this Section 6, CompuClaim may:

i. Declare all amounts owed to CompuClaim by District for the entire then-current term to be immediately due and payable;

ii. Terminate access to DCS through CompuClaim Service Portal and Claims Management

iii. Cease performance of all of CompuClaim's obligations under this Agreement without liability to District.



c. District may terminate this Agreement if District is in compliance with this Agreement and CompuClaim is in material default of any provision of this Agreement and such default has not been cured within thirty (30) days after District gives CompuClaim written notice describing the default. Upon such termination:

i. District shall pay CompuClaim's outstanding invoices that do not pertain to CompuClaim's default, but District shall have no further payment obligations to CompuClaim under this Agreement; and

ii. CompuClaim shall return all data or other property given by District to CompuClaim for it to perform DCS.

d. Either party may terminate this Agreement by written notice if the other party becomes insolvent or makes an assignment for the benefit of creditors or files a petition in bankruptcy or if a receiver or similar officer is appointed to take charge of all or a material part of such other party's assets.

e. Upon termination of this Agreement by CompuClaim or District, Sections 2, 3, 4, 5, 6, 7, 11, and 15 of this Agreement shall survive.

## **7. LIMITATIONS OF LIABILITY**

a. CompuClaim shall not be liable for any expense or damage arising out of any erasure, damage or destruction of files, data or programs. District shall be responsible for making backup copies of data.

b. IN NO EVENT SHALL EITHER PARTY BE LIABLE FOR SPECIAL, INDIRECT, THIRD PARTY, OR CONSEQUENTIAL DAMAGES, INCLUDING LOST PROFITS. NEITHER PARTY SHALL SEEK, OR OTHERWISE APPLY FOR, ANY PUNITIVE OR EXEMPLARY DAMAGES.

c. Except only for (a) CompuClaim's indemnification obligations hereunder or (b) bodily injury or damage to tangible property (not data), CompuClaim's maximum aggregate liability for damages to District or those claiming through District shall be limited to actual direct damages in an amount not to exceed the fees paid by District to CompuClaim over the 12 (twelve) months prior to the incident causes such damages.

d. DISTRICT ACKNOWLEDGES THAT THE LIMITATIONS ON LIABILITY IN THIS SECTION 7 ARE REASONABLE. THE REMEDIES PROVIDED IN THIS AGREEMENT ARE EXCLUSIVE. EXCEPT ONLY FOR ACTIONS BY COMPUCLAIM



TO PROTECT INTELLECTUAL PROPERTY RIGHTS, NEITHER PARTY SHALL SEEK, OR OTHERWISE APPLY FOR, ANY EQUITABLE REMEDIES.

**8. ASSIGNMENT**

District may not assign this Agreement or any of its respective rights or obligations under this Agreement unless approved by CompuClaim, in writing, prior to such assignment, such approval to not be unreasonably withheld.

**9. WAIVER**

No term or provision of this Agreement shall be deemed waived and no breach shall be deemed excused, unless such waiver is in writing and signed by the Party claimed to have waived.

**10. EXCUSABLE DELAY**

Neither CompuClaim nor District shall be deemed to be in default of any provision of this Agreement or for any failure in performance, resulting from acts or events beyond the reasonable control of CompuClaim or District, as the case may be. For purposes of this Agreement, such acts shall include, but not be limited to, acts of God, civil or military authority, civil disturbance, war, strikes, fires, other catastrophes, or other such major events beyond CompuClaim' or District's reasonable control. This Section 10 shall not delay or excuse District's payment obligations.

**11. GOVERNING LAW AND JURISDICTION**

This Agreement is governed by and construed in all respects in accordance with the laws of the State of California (without regard to conflicts of laws principles). Except only for disputes for which injunctive relief is sought to prevent the unauthorized use or disclosure of DCS, any disputes between District and CompuClaim (which are not otherwise resolved by the parties) shall be instituted only in a federal or state courts serving Sacramento County, California and the parties shall submit to personal jurisdiction of these courts in any such legal action. CompuClaim and District each waive their right to a trial by jury for any disputes between the parties.

**12. INDEPENDENT CONTRACTOR**

CompuClaim is an independent contractor, and its personnel shall not be considered employees or agents of District.





### **13. SEVERANCE AND INTERPRETATION**

If any provision of this Agreement is found to be unenforceable, such provision shall be deemed to be deleted or narrowly construed to such extent as is necessary to make it enforceable and this Agreement shall otherwise remain in full force and effect. If an ambiguity or question of intent arises, this Agreement shall be construed as if drafted jointly by the parties and no presumption or burden of proof shall arise favoring or disfavoring either Party by virtue of authorship of any of the provisions of this Agreement.

### **14. TIME LIMITATION**

Except for actions for non-payment or for breach of CompuClaim' or its third parties' intellectual property rights, no action arising out of or relating to this Agreement may be brought later than one (1) year after the cause of action became known to the injured party.

### **15. NOTICES**

All notices given by either party to the other party under this Agreement shall be in writing and personally delivered or sent by guaranteed overnight courier or certified mail, return receipt requested, to the other party's President at its address set forth above or such other person or address as a party may indicate in writing from time to time.

### **16. ENTIRE AGREEMENT**

This Agreement, including all Schedules attached hereto, constitute the entire agreement between CompuClaim and District with respect to DCS and other subject matter of this Agreement, and may only be modified by a written amendment or addendum signed by both CompuClaim and District. No employee, agent, or other representative of either CompuClaim or District has authority to bind the other with regard to any statement, representation, warranty, or other expression unless it is specifically included within the express terms of this Agreement or a written addendum signed by both CompuClaim and District. All future purchase orders, prior agreements, representations, statements, proposals, negotiations, understandings, and undertakings with respect to the subject matter of this Agreement are superseded by this Agreement.



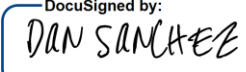
**17. DURATION**

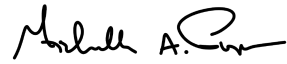
This contract is in effect July 1, 2021 thru June 30, 2022.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement by their signatures below.

Sacramento City Unified School District

CompuClaim, Inc.

By:   
4C99B7D65C74472...  
\_\_\_\_\_  
(Signature)

By:   
\_\_\_\_\_  
(Signature)

Name: Dan Sanchez

Name: Michelle Pope

Title: Purchasing Manager

Title: President, COO

Date: 06/28/2021

Date: 8/5/21





## **SCHEDULE A**

### **DESCRIPTION OF SERVICES**

These are the processing steps CompuClaim will perform for the DCS package:

- a. DCS.1 CompuClaim will provide the District with a state specific claims information management system for the use of the District in providing data necessary for CompuClaim to formulate the District's claims.
- b. DCS.2 CompuClaim will return to the District any and all logs and/or claims that it deems have insufficient information to formulate a claim and/or are otherwise noncompliant with applicable law regarding appropriate LEA BOP. CompuClaim will provide the District with direction on how to bring such logs and/or claims into compliance.
- c. DCS.3 CompuClaim will provide timely electronic claims processing for the District's claims. All payments on said claims will be remitted directly to the District by the Medi-Cal agency, the Department of Healthcare Services (DHCS).
- d. DCS.4 CompuClaim will provide quarterly Management Reports to the District.
- e. DCS.5 CompuClaim will provide training for all District- employed and contracted providers of Medi-Cal-eligible services at the time of onboarding and as needed during the contract term regarding federal and state law pertaining to appropriate LEA BOP. Training will be for no more than 50 people at once
- f. DCS.6 CompuClaim will provide Administrative training at the time of initial contract with the district. Subsequent Administrative Trainings may result in additional fees.
- g. DCS.7 CompuClaim will work with the District to provide education and assistance in processes associated with the Random Moment Time Study (RMTS).
- h. DCS.8 CompuClaim will work with the District to provide education and general assistance in the processes associated with the annual LEA BOP Cost Reporting process.



## **SCHEDULE B**

### **DESCRIPTION OF SACRAMENTO CITY UNIFIED SCHOOL DISTRICT DCS SERVICES**

- i. DCS.9 District will maintain current provider enrollment with the Department of Healthcare Services;
- j. DCS.10 District will ensure the NPI (National Provider Identification Number) is updated to reflect current managing partner information for the district;
- k. DCS.11 District will ensure they are using licensed providers as required under the program and that information pertaining to licensure is available when necessary;
- l. DCS.12 District will have a minimum of 1 person designated as the LEA BOP Coordinator for the district, and they will follow CompuClaim administrative guidelines;
- m. DCS.13 District will identify a primary Medi-Cal contact for CompuClaim for high level communication;
- n. DCS.14 District will communicate changes in district Administration to CompuClaim in a timely manner;
- o. DCS.15 District will ensure they are complying with all areas of participation in the LEA BOP, including active participation in:
  - i. Collection of outstanding Parental Consent;
  - ii. Obtaining appropriate prescription, referrals, and orders for reimbursable services.
  - iii. Compliance with State and Federal Regulations, statutes, and documentation retention
  - iv. Requirements applicable to the LEA BOP;
  - v. Active participation and compliance in the School Based Medi-Cal Administrative Activities (SMAA) program through Local Education Consortium (LEC) or Local Governmental Agency (LGA)
  - vi. Active participation and compliance in the Random Moment Time Study (RMTS) process;
  - vii. Timely submission of LEA BOP claim information (both electronic and paper) within 30 days from date of service provision;
  - viii. Maintain HIPAA compliance when communicating with CompuClaim staff (email, Basecamp, etc.);



- ix. Complete required program reporting in a timely manner by the schedules/deadlines provided by CompuClaim.



**SCHEDULE C**

**California Pricing Rate**

The District agrees to pay CompuClaim, Inc. for services described in Schedule A at a rate of \$72,500.00 annually on July 1st.



## **SCHEDULE D**

### **BUSINESS ASSOCIATE AGREEMENT**

CompuClaim, Inc. (Hereinafter referred to as “CompuClaim”)  
221 Third Street  
Newport, RI 02840

Sacramento City Unified School District (Hereinafter referred to as “District”)  
5735 47<sup>th</sup> Avenue  
Sacramento, CA 95824

This Business Associate Agreement is hereby entered into by and between CompuClaim and Customer, as of the date executed by Customer and recorded on the signature page below (“Effective Date”).

This Business Associate Agreement (“BAA”) supplements and amends the Service Agreement for School-Based Medi-Cal Billing, entered into by and between CompuClaim and Customer, dated July 1, 2021, (hereinafter “Services Agreement”) under which CompuClaim is providing certain Medi-Cal billing services (“Services”) for Customer. This BAA shall be incorporated into the Services Agreement, as if it set forth in its entirety therein, and except to the extent modified in this BAA, all terms and conditions set forth in the Services Agreement shall remain in full force and effect and govern the Services provided by CompuClaim to Customer. Notwithstanding the foregoing, in the event of a conflict between the terms of this BAA and the Services Agreement, solely as it relates to the parties’ obligations hereunder, the terms and conditions of this BAA shall prevail.

CompuClaim and Customer are entering into this BAA in order for both parties to meet their respective obligations as they become effective and binding upon the parties under the HIPAA Privacy, Security, and Breach Notification Rules along with any implementing regulations including those implemented as part of the Omnibus Rule (collectively referred to as the “HIPAA Rules”), under which Customer is a “Covered Entity” or “Business Associate” and CompuClaim is a “Business Associate” of Customer. For purposes of this Agreement, any references, hereinafter, to Business Associate shall be deemed references to CompuClaim.



Definitions:

**1. Capitalized terms used but not otherwise defined in this BAA shall have the same meaning as ascribed to those terms in HIPAA Rules.**

- a. "Breach" shall have the same meaning as set forth in 45 CFR §164.402.
- b. "Business Associate" shall mean the Business Associate entity identified above to the extent it receives, maintains, or transmits Protected Health Information in delivering Services to Customer.
- c. "HIPAA" shall mean the Health Insurance Portability and Accountability Act of 1996.
- d. "Privacy Rule" shall mean the Standards for Privacy of Individually Identifiable Health Information at 45 CFR §160 and §164, Subparts A and E.
- e. "Protected Health Information" or "PHI" shall have the same meaning as the term 'protected health information' in 45 CFR §160.103 and shall be limited to the PHI created by Business Associate on behalf of Customer or received from or on behalf of Customer pursuant to the Services Agreement.
- f. "Security Incident" shall have the same meaning as set forth in 45 CFR §164.304.
- g. "Security Rule" shall mean the Standards for Security of Individually Identifiable Health Information at 45 CFR § 164, Subparts A and C.
- h. "HITECH Act" shall mean the applicable provisions of the Health Information Technology for Economic and Clinical Health Act, as incorporated in the American Recovery and Reinvestment Act of 2009, and including any implementing regulations.

**2. Obligations and Activities of Business Associate.**

- a. Business Associate agrees to not Use or further Disclose PHI other than as permitted or required by this BAA or as required by law.
- b. Business Associate agrees to use appropriate safeguards designed to prevent Uses or Disclosures of the PHI other than as provided for by this BAA or the Services Agreement.
- c. Business Associate agrees to implement and maintain procedures that reasonably and appropriately protect the confidentiality, integrity, and availability of electronic PHI, and consistent with and as required of business associates by the HIPAA Rules. However, it



shall be the responsibility of Customer and not Business Associate to comply with requirements under 45 CFR §164.312 to implement encryption or decryption mechanisms for electronic PHI maintained on physical media (e.g. tapes) stored by Business Associate.

d. Business Associate agrees to promptly report to Customer any Security Incident, Breach, or other Use or Disclosure of PHI of which it becomes aware that is not permitted or required by this BAA or the Services Agreement. In the event of a Breach, such notification shall be made in accordance with and as required of a business associate by the HIPAA Rules, including without limitation pursuant to 45 CFR 164.410. Business Associate will provide reasonable assistance and cooperation in the investigation of any such Breach and shall document the specific PHI which have been compromised, the identity of any unauthorized third party who may have accessed or received the PHI, if known, and any actions that have been taken by Business Associate to mitigate the effects of such Breach.

e. Business Associate agrees to require any agent or subcontractor, to whom it delivers PHI for the purposes of assisting in providing services pursuant to the Services Agreement, to enter into a written agreement requiring such agent or subcontractor to provide privacy and security protections to such PHI at least as stringent as those required of Business Associate through this BAA.

f. If Business Associate has custody of PHI in a Designated Record Set with respect to Individuals, and if Customer so requests, Business Associate agrees to provide access to such PHI to Customer by retrieving such PHI in accordance with the terms and conditions of the Services Agreement, so the Customer may respond to an Individual in order to meet the requirements of 45 CFR §164.524.

g. Business Associate agrees that if an amendment to PHI in a Designated Record Set is required, if Business Associate has custody of PHI in a Designated Record Set with respect to Individuals, and if Customer instructs Business Associate to retrieve such PHI in accordance with the Services Agreement, Business Associate shall perform such service so that Customer may make any amendment to such PHI as may be required by either Customer or an Individual pursuant to 45 CFR §164.526.

h. Business Associate agrees to document and make available to Customer the information required to provide an accounting of Disclosures of PHI, provided that Customer has provided Business Associate with information sufficient to enable Business Associate to know which records or data received from or on behalf of Customer by Business Associate contain PHI. The documentation of Disclosures shall contain such information as would be required for Customer to respond to a request by an Individual for an accounting of Disclosures of PHI in accordance with 45 CFR §164.528 or other provisions of the HIPAA Rules.



i. Unless otherwise expressly agreed in the Services Agreement, Business Associate shall promptly notify Customer of any requests by Individuals for access to or knowledge or correction of PHI, without responding to such requests, and Customer shall be responsible for receiving and responding to any such Individual requests.

j. To the extent the Business Associate is to carry out one or more of Customer's obligation(s) under Subpart E of 45 CFR §164, Business Associate shall comply with the requirements of Subpart E that apply to Customer in the performance of such obligation(s).

k. Business Associate agrees to make its internal practices, books, and records available to the Secretary of Health and Human Services (“Secretary”) for purposes of determining compliance with the HIPAA Rules.

**3. Permitted Uses and Disclosures by Business Associate.**

a. Business Associate may only Use or Disclose PHI as necessary to perform Services for, or on behalf of Customer pursuant to the Services Agreement.

b. Business Associate may Use or Disclose PHI as required by law.

c. Business Associate agrees to make reasonable efforts to limit PHI to the minimum necessary to accomplish the intended purpose of the Use, Disclosure, or request.

d. Business Associate may not Use or Disclose PHI in a manner that would violate Subpart E of 45 CFR §164 if done by Customer.

e. Business Associate may Disclose PHI for the proper management and administration of Business Associate or to carry out the legal responsibilities of the Business Associate, provided the Disclosures are required by law, or Business Associate obtains reasonable assurances from the person to whom the information is disclosed that the information will remain confidential and used or further disclosed only as required by law or for the purposes for which it was disclosed to the person, and the person notifies Business Associate of any instances of which it is aware in which the confidentiality of the information has been breached.

**4. Obligations of Customer.**

a. Customer shall not request Business Associate to Use or Disclose PHI in any manner that would not be permissible under the HIPAA Rules if done by Customer or Business Associate. Customer shall not direct Business Associate to act in a manner that would not be compliant with the HIPAA Rules.





- b. Customer shall notify Business Associate of any limitation(s) in its notice of privacy practices of Customer in accordance with 45 CFR §164.520, to the extent that such limitation may affect Business Associate's Use or Disclosure of PHI.
- c. Customer shall notify Business Associate of any changes in, or revocation of, permission by Individual to Use or Disclose PHI, to the extent that such changes may affect Business Associate's Use or Disclosure of PHI.
- d. Customer shall notify Business Associate in writing of any restriction to the Use or Disclosure of PHI that Customer has agreed to in accordance with 45 CFR §164.522, to the extent that such restriction may affect Business Associate's Use or Disclosure of PHI.
- e. Customer agrees that it will respond to a Covered Entity's or Individual's request for an accounting of disclosures of electronic health records under 45 CFR §164.528 in accordance with Section 13405(c)(3)(A) of the HITECH Act.

**5. Term and Termination.**

- a. Term. The term of this BAA shall commence as of the Effective Date and shall terminate automatically upon the later to occur of (i) the expiration of the Service Agreement, or (ii) when all PHI provided by Customer to Business Associate is destroyed or returned to Customer.
- b. Termination for Cause. Upon a party's knowledge of a material breach of the BAA by the other party, the non-breaching party shall provide an opportunity for the breaching party to cure the breach. If the breaching party does not cure the breach within thirty (30) days, following the breaching party's receipt of a written notice from the non-breaching party setting forth the details of such material breach, then the non-breaching party shall have the right to terminate this BAA and the Services Agreement according to the terms of the Services Agreement, or, if termination is not feasible, shall report the problem to the Secretary or any other competent authority.
- c. Effect of Termination.
  - i. Except as provided in Section 5.c.ii. below, upon termination of this BAA for any reason, Business Associate shall, if feasible, return or destroy all PHI received from Customer in accordance with the Services Agreement. This provision shall apply to PHI that is in the possession of subcontractors or agents of Business Associate. Business Associate shall retain no copies of the PHI.
  - ii. In the event that Business Associate determines that returning or destroying the PHI is infeasible, Business Associate shall provide to Customer notification of the



conditions that make return or destruction infeasible. Upon notice to Customer, Business Associate shall extend the protections of this BAA to such PHI and limit further Uses and Disclosures of such PHI to those purposes that make the return or destruction infeasible, for so long as Business Associate maintains such PHI pursuant to the terms of the Services Agreement.

## **6. Miscellaneous.**

a. **Indemnification.** Business Associate agrees to indemnify Customer from and against any fines or penalties imposed upon Customer as a result of any enforcement proceeding commenced by the Secretary or any civil action brought by a state Attorney General against Customer, which proceeding or action results directly and solely from any act or omission by Business Associate which is both a violation of the HIPAA Rules and a material breach of this BAA (“Claim”). Business Associate shall not be obligated to indemnify Customer for any portion of such fines or penalties resulting from (i) Customer’s violation of the HIPAA Rules or this BAA, (ii) the negligent or intentional acts or omissions of Customer, or (iii) Claims which otherwise could have been avoided or mitigated through the commercially reasonable efforts of the Customer. The foregoing indemnity obligation is expressly conditional on Customer granting Business Associate the right at Business Associate’s option and expense, and with counsel of its own selection, to control or participate in the defense of any such Claim, provided however, that to the extent any such Claim is part of a larger proceeding or action, Business Associate’s right to control or participate shall be limited to the Claim, and not to the larger proceeding or action. In the event that Business Associate exercises its option to control the defense, then (i) Business Associate shall not settle any claim requiring any admission of fault on the part of the Customer without its prior written consent, (ii) the Customer shall have the right to participate, at its own expense, in the claim or suit and (iii) the Customer shall cooperate with the Indemnifying Party as may be reasonably requested. The foregoing states Customer’s sole and exclusive remedy and CompuClaim’s sole liability for any loss, damage, expense or liability of Customer for any Claims in connection with this BAA.

b. **Injunctive Relief.** Business Associate acknowledges that any unauthorized Use or Disclosure of PHI by Business Associate may cause irreparable harm to Customer for which Customer shall be entitled, if it so elects, to seek injunctive or other equitable relief.

c. **Regulatory References.** A reference in this BAA to a section of the HIPAA Rules shall mean that section of HIPAA, the Privacy Rule, the Security Rule, the HITECH ACT, or the final Omnibus Rules as amended and in effect, and for which compliance is required.

d. **Amendment.** The parties agree to negotiate in good faith any amendment to this BAA that may be required from time to time as is necessary for the Customer or Business Associate to comply with the requirements of the HIPAA Rules. If the parties cannot reach mutual agreement on the terms of any such amendment within sixty (60) days following the



date of receipt of any such written request made by Customer to Business Associate, then either party shall have the right to terminate this BAA and the Services Agreement upon providing not less than thirty (30) days' written notice to the other party.

e. Survival. The respective rights and obligations of Business Associate under Section 5(c) above shall survive the termination of this BAA.

f. No Third-Party Beneficiaries. Nothing express or implied in this BAA is intended to confer, nor shall anything herein confer, upon any person other than Customer, Business Associate and their respective successors or assigns, any rights, remedies, obligations or liabilities whatsoever.

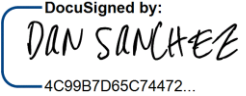
g. Independent Contractor. Business Associate, including its directors, officers, employees and agents, is an independent contractor and not an agent (as defined under Federal common law of agency) of Customer or a member of its workforce. Without limiting the generality of the foregoing, Customer shall have no right to control, direct, or otherwise influence Business Associate's conduct in the course of performing the Services, other than through the enforcement of this BAA or the Services Agreement, or the mutual amendment of same.

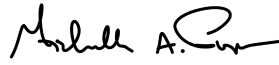
h. Counterparts and Electronic Signatures. This BAA may be executed in counterparts, each of which will be deemed an original, but all of which together will constitute one and the same instrument. Signatures may be made and delivered electronically and shall have the same force and effect as original signatures.

i. Precedence; Entire Agreement. Any ambiguity in this BAA shall be resolved to permit the parties to comply with the HIPAA Rules. This BAA constitutes the entire agreement between the parties with respect to the subject matter hereof, and shall supersede all previous communications, representations, agreements and understandings relating to the HIPAA Rules, including any and all prior business associate agreements between the parties.

Sacramento City Unified School District

CompuClaim, Inc.

By:   
4C99B7D65C74472...  
\_\_\_\_\_  
(Signature)

By:   
\_\_\_\_\_  
(Signature)

Name: Dan Sanchez

Name: Michelle Pope

Title: Purchasing Manager

Title: President, COO

Date: 06/28/2021

Date: 8/5/21



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**SERVICES AGREEMENT**

**Date:** July 1, 2021 **Place:** Sacramento, California

**Parties:** Sacramento City Unified School District, a political subdivision of the State of California, (hereinafter referred to as the "District"); and Eaton Interpreting Services (hereinafter referred to as "Contractor").

**Recitals:**

A. The District is a public school district in the County of Sacramento, State of California, and has its administrative offices located at the Serna Center, 5735 47<sup>th</sup> Avenue, Sacramento, CA 95824.

B. The District desires to engage the services of the Contractor and to have said Contractor render services on the terms and conditions provided in this Agreement.

C. California Government Code Section 53060 authorizes a public school district to contract with and employ any persons to furnish to the District, services and advice in financial, economic, accounting, engineering, legal, or administrative matters if such persons are specially trained, experienced and competent to perform the required services, provided such contract is approved or ratified by the governing board of the school district. Said section further authorizes the District to pay from any available funds such compensation to such persons as it deems proper for the services rendered, as set forth in the contract.

D. The Contractor is specially trained, experienced and competent to perform the services required by the District, and such services are needed on a limited basis.

In consideration of the mutual promises contained herein, the parties agree as follows:

**ARTICLE 1. SERVICES.**

The Contractor hereby agrees to provide to the District the services as described below ("Services"):

Interpreting services as needed to ensure effective communication with deaf, hard of hearing, or deaf-blind persons as requested by the Special Education Department.

**ARTICLE 2. TERM.**

This Agreement shall commence on July 1, 2021, and continue through June 30, 2022, unless sooner terminated, as set forth in Article 10 of this Agreement, provided all services under this Agreement are performed in a manner that satisfies both the needs and reasonable expectations of the District. The determination of a satisfactory performance shall be in the sole judgment and discretion of the District in light of applicable industry standards, if applicable. The term may be extended by mutual consent of the parties on the same terms and conditions by a mutually executed addendum.

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**ARTICLE 3. PAYMENT.**

District agrees to pay Contractor for services satisfactorily rendered pursuant to this Agreement as follows:

Fee Rate: \$55.00 per hour of services as may be requested by District. District shall not pay travel and other expenses. Total fee shall not exceed One Hundred Forty Thousand Dollars (\$140,000).

Payment shall be made within 30 days upon submission of periodic invoice(s) to the attention of the Special Education Department, at [SPED-invoices@scusd.edu](mailto:SPED-invoices@scusd.edu).

**ARTICLE 4. EQUIPMENT AND FACILITIES.**

District will provide Contractor with access to all needed records and materials during normal business hours upon reasonable notice. However, District shall not be responsible for nor will it be required to provide personnel to accomplish the duties and obligations of Contractor under this Agreement. Contractor will provide all other necessary equipment and facilities to render the services pursuant to this Agreement.

**ARTICLE 5. WORKS FOR HIRE/COPYRIGHT/TRADEMARK/PATENT**

The Contractor understands and agrees that all matters specifically produced under this Agreement that contain no intellectual property or other protected works owned by Contractor shall be works for hire and shall become the sole property of the District and cannot be used without the District's express written permission. The District shall have the right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the District. The Contractor consents to the use of the Contractor's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose in any medium.

As to those matters specifically produced under this Agreement that are composed of intellectual property or other protected works, Contractor must clearly identify to the District those protected elements included in the completed work. The remainder of the intellectual property of such completed works shall be deemed the sole property of the District. The completed works that include both elements of Contractor's protected works and the District's protected works, shall be subject to a mutual non-exclusive license agreement that permits either party to utilize the completed work in a manner consistent with this Agreement including the sale, use, performance and distribution of the matters, for any purpose in any medium.

**ARTICLE 6. INDEPENDENT CONTRACTOR.**

Contractor's relationship to the District under this Agreement shall be one of an independent contractor. The Contractor and all of their employees shall not be employees or agents of the District and are not entitled to participate in any District pension plans, retirement, health and welfare programs, or any similar programs or benefits, as a result of this Agreement.

The Contractor and their employees or agents rendering services under this agreement shall not be employees of the District for federal or state tax purposes, or for any other purpose. The Contractor acknowledges and agrees that it is the sole responsibility of the Contractor to report as income its compensation from the District and to make the requisite tax filings and payments to the appropriate federal, state, and/or local tax authorities. No part of the Contractor's compensation shall be subject to withholding by the District for the payment of social security, unemployment, or disability insurance, or any other similar state or federal tax obligation.

The Contractor agrees to defend, indemnify and hold the District harmless from any and all claims, losses, liabilities, or damages arising from any contention by a third party that an employer-employee relationship exists by reason of this Agreement.

The District assumes no liability for workers' compensation or liability for loss, damage or injury to persons or property during or relating to the performance of services under this Agreement.

#### **ARTICLE 7. FINGERPRINTING REQUIREMENTS.**

Contractor agrees that any employee it assigns to provide services directly to, or have any contact with, pupil(s) of the District, shall be subject to the fingerprinting/background and TB requirements set forth in the California Education Code. Any employee that Contractor assigns to provide services directly to, or have any contact with, pupil(s) of the District shall have undergone the background check required in §45125(b)&(c), including response by DOJ, before any service or contact with pupil(s) of the District is allowed.

Pursuant to Education Code §45125.1, Contractor shall provide a complete list to the District of all employees cleared by the DOJ who will provide services under this Agreement (or MOU) and shall certify in writing to the District that Contractor has no information that any of its employees who are required to have their fingerprints submitted to the Department of Justice (DOJ), and who may come in contact with pupils, have been convicted of a “violent or serious felony” as defined in §45122.1 or that they have been advised of any such arrest by the DOJ.

Contractor shall continuously monitor through DOJ, and obtain subsequent arrest notification from DOJ, regarding any individual whose fingerprints were submitted pursuant to §45125.1 and who is or will be providing service directly to, or has contact with, pupil(s) of the District. Upon receipt of a subsequent arrest notification from DOJ, Contractor shall, within 24 hours, notify the District of such arrest notification and prohibit the employee from having any further contact with any pupil(s) of the District until such time as the employee’s arrest has been determined to not involve a “violent or serious felony” as defined in §45122.1 or the notification has been withdrawn by DOJ. If an employee is disqualified from working for the District pursuant to the requirements of the California Education Code, even if only temporarily, Contractor agrees to provide a replacement employee within 15 days of receiving notification that the previous employee has been disqualified.

Contractor further agrees and certifies that any employee providing services directly to any pupil(s) of the District whether qualifying as a Mandated Reporter as defined by California Penal Code §11165.7(a), or not, shall be provided annual training on child abuse and mandated reporting of child abuse or neglect utilizing an evidence-based training method which includes training on how to recognize conduct of adults which may trigger reasonable suspicion of abuse of children, i.e., “red-flag” or “grooming” behaviors.

Failure to adhere to the terms of this provision is grounds for termination of the Agreement (or MOU).



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### **ARTICLE 8. MUTUAL INDEMNIFICATION.**

Each of the Parties shall defend, indemnify and hold harmless the other Party, its officers, agents and employees from any and all claims, liabilities and costs, for any damages, sickness, death, or injury to person(s) or property, including payment of reasonable attorney's fees, and including without limitation all consequential damages, from any cause whatsoever, arising directly or indirectly from or connected with the operations or services performed under this Agreement, caused in whole or in part by the negligent or intentional acts or omissions of the Parties or its agents, employees or subcontractors.

It is the intention of the Parties, where fault is determined to have been contributory, principles of comparative fault will be followed and each Party shall bear the proportionate cost of any damage attributable to fault of that Party. It is further understood and agreed that such indemnification will survive the termination of this Agreement.

### **ARTICLE 9. INSURANCE.**

Prior to commencement of services and during the life of this Agreement, Contractor shall provide the District with a certificate of insurance reflecting its comprehensive general liability insurance coverage in a sum not less than \$1,000,000 per occurrence naming District as an additional insured. Such insurance as is afforded by this policy shall be primary, and any insurance carried by District shall be excess and noncontributory. If insurance is not kept in force during the entire term of the Agreement, District may procure the necessary insurance and pay the premium therefore, and the premium shall be paid by the Contractor to the District.

### **ARTICLE 10. TERMINATION.**

The District may terminate this Agreement without cause upon giving the Contractor thirty days written notice. Notice shall be deemed given when received by Contractor, or no later than three days after the day of mailing, whichever is sooner.

The District may terminate this Agreement with cause upon written notice of intention to terminate for cause. A Termination for Cause shall include: (a) material violation of this Agreement by the Contractor; (b) any act by the Contractor exposing the District to liability to others for personal injury or property damage; or (c) the Contractor confirms its insolvency or is adjudged a bankrupt; Contractor makes a general assignment for the benefit of creditors, or a receiver is appointed on account of the Contractor's insolvency.

Ten (10) calendar days after service of such notice, the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, or this Agreement shall cease and terminate. In the event of such termination, the District may secure the required services from another contractor. If the cost to the District exceeds the cost of providing the service pursuant to this Agreement, the excess cost shall be charged to and collected from the Contractor. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to the District. Written notice by the District shall be deemed given when received by the other party or no later than three days after the day of mailing, whichever is sooner.

### **ARTICLE 11. ASSIGNMENT.**

This Agreement is for personal services to be performed by the Contractor. Neither this Agreement nor any duties or obligations to be performed under this Agreement shall be assigned without the prior written consent of the District, which shall not be unreasonably withheld. In the event of an assignment to which the District has consented, the assignee or his/her or its legal



representative shall agree in writing with the District to personally assume, perform, and be bound by the covenants, obligations, and agreements contained in this Agreement.

#### **ARTICLE 12. NOTICES.**

Any notices, requests, demand or other communication required or permitted to be given under this Agreement shall be in writing and shall be deemed to have been duly given on the date of service if served personally on the party to whom notice is to be given, or on the third day after mailing if mailed to the party to whom notice is to be given, by first class mail, registered or certified, postage prepaid, or on the day after dispatching by Federal Express or another overnight delivery service, and properly addressed as follows:

District:	Contractor:
Sacramento City Unified School District	Eaton Interpreting Services
PO Box 246870	8333 Olivine Ave
Sacramento CA 95824-6870	Citrus Heights, CA 95610
Attn: Jessica Sulli, Contracts	Attn: Kim Eaton, President

#### **ARTICLE 13. ENTIRE AGREEMENT.**

This Agreement contains the entire agreement between the parties and supersedes all prior understanding between them with respect to the subject matter of this Agreement. There are no promises, terms, conditions or obligations, oral or written, between or among the parties relating to the subject matter of this Agreement that are not fully expressed in this Agreement. This Agreement may not be modified, changed, supplemented or terminated, nor may any obligations under this Agreement be waived, except by written instrument signed by the party to be otherwise expressly permitted in this Agreement.

#### **ARTICLE 14. CONFLICT OF INTEREST.**

The Contractor shall abide by and be subject to all applicable District policies, regulations, statutes or other laws regarding conflict of interest. Contractor shall not hire any officer or employee of the District to perform any service covered by this Agreement. If the work is to be performed in connection with a Federal contract or grant, Contractor shall not hire any employee of the United States government to perform any service covered by this Agreement.

Contractor affirms to the best of their knowledge, there exists no actual or potential conflict of interest between Contractor's family, business or financial interest and the services provided under this Agreement. In the event of a change in either private interest or services under this Agreement, any question regarding possible conflict of interest which may arise as a result of such change will be brought to the District's attention in writing.

#### **ARTICLE 15. NONDISCRIMINATION.**

It is the policy of the District that in connection with all services performed under contract, there will be no discrimination against any prospective or active employee engaged in the work because of race, color, ancestry, national origin, handicap, religious creed, sex, age or marital status. Contractor agrees to comply with applicable federal and California laws including, but not limited to, the California Fair Employment and Housing Act.

#### **ARTICLE 16. SEVERABILITY.**

Should any term or provision of this Agreement be determined to be illegal or in conflict with any law of the State of California, the validity of the remaining portions or provisions shall not be

affected thereby. Each term or provision of this Agreement shall be valid and be enforced as written to the full extent permitted by law.

**ARTICLE 17. RULES AND REGULATIONS.**

All rules and regulations of the District's Board of Education and all federal, state and local laws, ordinance and regulations are to be strictly observed by the Contractor pursuant to this Agreement. Any rule, regulation or law required to be contained in this Agreement shall be deemed to be incorporated herein.

**ARTICLE 18. APPLICABLE LAW/VENUE.**

This Agreement shall be governed by and construed in accordance with the laws of the State of California. If any action is instituted to enforce or interpret this Agreement, venue shall only be in the appropriate state or federal court having venue over matters arising in Sacramento County, California, provided that nothing in this Agreement shall constitute a waiver of immunity to suit by the District.

**ARTICLE 19. RATIFICATION BY BOARD OF EDUCATION.**

To the extent the Agreement exceeds an expenditure above the amount specified in Education Code section 17605, this Agreement, as to any such exceeded amount, is not enforceable and is invalid unless and until the exceeded amount is approved and/or ratified by the governing board of the Sacramento City Unified School District, as evidenced by a motion of said board duly passed and adopted.

Executed at Sacramento, California, on the day and year first above written.

**SACRAMENTO CITY  
UNIFIED SCHOOL DISTRICT**

**EATON INTERPRETING SERVICES**

By: \_\_\_\_\_

Rose Ramos  
Chief Business Officer

By: Kim Eaton \_\_\_\_\_

Kim Eaton  
President

\_\_\_\_\_  
Date

8/25/2021  
\_\_\_\_\_  
Date

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
MASTER CONTRACT  
GENERAL AGREEMENT FOR NONSECTARIAN,  
NONPUBLIC SCHOOL/AGENCY SERVICES  
2021-2022**

**AUTHORIZATION FOR MASTER CONTRACT AND GENERAL PROVISIONS**

**1. MASTER CONTRACT**

This Master Contract is entered into on September 2, 2021, between the Sacramento City Unified School District (hereinafter referred to as the local educational agency “LEA” or “District”) and Global Teletherapy, LLC (nonpublic, nonsectarian school or agency, hereinafter referred to as “CONTRACTOR”) for the purpose of providing special education and/or related services to LEA students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 *et seq.* and Title 5 of the California Code of Regulations section 3000 *et seq.*, AB490 (Chapter 862, Statutes of 2003) and AB1858 (Chapter 914, Statutes of 2004). It is understood that this Master Contract does not commit LEA to pay for special education and/or related services provided to any LEA student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Services Agreement (hereinafter referred to as “ISA”), and a Nonpublic Services Student Enrollment form. CONTRACTOR shall work with LEA to complete and return these forms to LEA prior to initiating any services for any student.

Unless otherwise agreed in writing, the ISA and the Nonpublic Services Student Enrollment form shall acknowledge CONTRACTOR’S obligation to provide all services specified in the student’s Individualized Education Plan (hereinafter referred to as “IEP”). The ISA shall be executed within ninety (90) days of an LEA student’s enrollment. LEA and CONTRACTOR shall enter into an ISA for each LEA student served by CONTRACTOR. As available and appropriate, LEA shall make available access to any electronic IEP system and/or electronic database for ISA development, including invoicing.

Unless placement is made pursuant to an Office of Administrative Hearings (hereinafter referred to as “OAH”) order, a lawfully executed agreement between LEA and parent, or authorized by LEA for a transfer student pursuant to California Education Code section 56325, LEA is not responsible for the costs associated with nonpublic school placement until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement is appropriate, and the IEP is signed by an LEA student’s parent.

**2. CERTIFICATION AND LICENSES**

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as “CDE”) as a nonpublic, nonsectarian school/agency. All nonpublic school and nonpublic agency services shall be provided consistent with the area of certification or licensure specified by CDE Certification and as defined in California Education Code section 56366 *et seq.* and within the professional scope of practice of each provider’s license, certification and/or credential. A current copy of CONTRACTOR’S nonpublic school/agency certification or a waiver of such certification issued by the CDE pursuant to California Education Code section 56366.2 must be provided to LEA on or before the date this Master Contract is executed by CONTRACTOR. This Master Contract shall be null and void if such certification or waiver is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract. Total student enrollment shall be limited to capacity as stated on the applicable CDE certification and in Paragraph 24 of the Master Contract.

In addition to meeting the certification requirements of the state of California, a CONTRACTOR that operates a program outside of this state shall be certified and all staff providing services to pupils shall be certified and/or licensed by that state to provide special education and related services and designated instruction and related services to pupils under the Federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 *et seq.*).

If CONTRACTOR is a licensed children's institution (hereinafter referred to as "LCI"), CONTRACTOR shall be licensed by the state, or other public agency having delegated authority by contract with the state to license, to provide nonmedical care to children, including, but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child, and have a special permit, if necessary, to meet the needs of each child so placed. If the CONTRACTOR operates a program outside of this state, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

With respect to CONTRACTOR'S certification, failure to notify LEA and CDE in writing of any changes in: (1) credentialed/licensed staff; (2) ownership; (3) management and/or control of the agency; (4) major modification or relocation of facilities; or (5) significant modification of the program may result in the suspension or revocation of CDE certification and shall also be good cause for the suspension or termination of this Master Contract by LEA. Any suspension or revocation of CDE certification shall also be good cause for the immediate suspension or termination of this Master Contract by LEA, at LEA's discretion.

### **3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS**

During the term of this Master Contract, unless otherwise agreed, CONTRACTOR shall comply with all applicable Federal, state, and local statutes, laws, ordinances, rules, policies, and regulations. CONTRACTOR shall also comply with all applicable LEA policies and procedures unless CONTRACTOR and LEA specifically agree, in writing, that, taking into consideration all of the surrounding facts and circumstances, a policy or policies, or a portion of a policy, does/do not reasonably apply to CONTRACTOR. CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with LEA policies and shall indemnify LEA under the provisions of Paragraph 16 of this Agreement for all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of CONTRACTOR'S failure to comply with applicable LEA policies (e.g., those policies relating to the provision of special education and/or related services, facilities for individuals with exceptional needs, LEA student enrollment and transfer, LEA student inactive status, corporal punishment, student discipline, and positive behavior interventions).

CONTRACTOR acknowledges and understands that LEA may report to the CDE any violations of the provisions of this Master Contract, and that this may result in the suspension and/or revocation of CDE nonpublic school/agency certification pursuant to California Education Code section 56366.4(a).

### **4. TERM OF MASTER CONTRACT**

The term of this Master Contract shall be from September 2, 2021 to June 30, 2022 unless otherwise stated. (Cal. Code Regs., tit. 5, § 3062(a).) Neither the CONTRACTOR nor LEA is required to renew this Master Contract in subsequent contract years. However, the parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to June 30, 2022. (Cal. Code Regs., tit. 5, § 3062(d).) No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of LEA.

The provisions of this Master Contract apply to CONTRACTOR and any of its employees or independent contractors. Notice of any change in CONTRACTOR'S ownership or authorized representative shall be provided in writing to LEA within thirty (30) calendar days of change of ownership or change of authorized representative.

**5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION**

This Master Contract includes LEA Procedures and Individual Services Agreement requirements which are incorporated herein by this reference. This Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Master Contract may be amended only by written amendment executed by both parties. Notwithstanding the foregoing, LEA may modify LEA Procedures from time to time without the consent of CONTRACTOR.

CONTRACTOR shall provide LEA with all information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include copies of teacher credentials and clearance, insurance documentation, and CDE certification. LEA may require additional information as applicable. If the application packet is not completed and returned to LEA, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to LEA duly signed by an authorized representative within ninety (90) calendar days of issuance by LEA, the new contract rates will not take effect until the newly executed Master Contract is received by LEA and will not be retroactive to the first day of the new Master Contract's effective date. If CONTRACTOR fails to execute the new Master Contract within such ninety day period, all payments shall cease until such time as the new Master Contract for the current school year is signed and returned to LEA by CONTRACTOR. (Ed. Code §§ 56366(c)(1)-(2).) In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed Master Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized LEA students at the discretion of LEA.

**6. INDIVIDUAL SERVICES AGREEMENT**

This Master Contract shall include an Individual Services Agreement ("ISA") developed for each LEA student for whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for LEA students enrolled with the approval of LEA pursuant to California Education Code section 56366(a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Master Contract in effect. In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized LEA students.

Any and all changes to an LEA student's educational placement/program provided under this Master Contract and/or an ISA shall be made solely on the basis of a revision to the LEA student's IEP. At any time during the term of this Master Contract, an LEA student's parent, CONTRACTOR, or LEA may request a review of an LEA student's IEP subject to all procedural safeguards required by law.

Unless otherwise provided in this Master Contract, the CONTRACTOR shall provide all services specified in the IEP unless the CONTRACTOR and LEA agree otherwise in the ISA. (Ed. Code § 56366(a)(5); Cal. Code Regs., tit. 5, § 3062(e).) In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA, the CONTRACTOR shall notify LEA in writing within five (5) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent compensatory service hours awarded to an LEA student as a result of lack of provision of services while the student was served by the nonpublic school or agency.

If a parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall abide by the "stay-put" requirements of state and Federal law unless the parent and LEA voluntarily agree otherwise, or an interim alternative educational setting is deemed lawful and appropriate by OAH consistent with applicable state and federal law, including Title 20 U.S.C. Section

1415(k)(3)(B)(ii)(II). CONTRACTOR shall adhere to all LEA requirements concerning changes in placement.

Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract may be appealed to the County Superintendent of Schools of the County where LEA is located, or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c)(2).

## 7. DEFINITIONS

The following definitions shall apply for purposes of this contract:

- a. The term “CONTRACTOR” means a nonpublic, nonsectarian school/agency certified by the California Department of Education and its officers, agents, and employees.
- b. The term “authorized LEA representative” means a LEA administrator designated to be responsible for nonpublic school/agencies. It is understood that a representative of the Special Education Local Plan Area (“SELPA”) of which LEA is a member is an authorized LEA representative in collaboration with LEA. LEA maintains sole responsibility for the Master Contract, unless otherwise specified in the Master Contract.
- c. The term “credential” means a valid credential, life diploma, permit, or document in special education or Pupil Personnel Services issued by, or under the jurisdiction of, the California State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).
- d. In accordance with Title 5 of the California Code of Regulations section 3001(r), the term "qualified" means that a person holds a certificate, permit, or other document equivalent to that which staff in a public school are required to hold to provide special education and designated instruction and services and has met Federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which he or she is providing special education or related services, including but not limited to the requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, California Code of Regulations, title 5, sections 3064 and 3065 and California Education Code section 56366.1(n)(1), or, in the absence of such requirements, the state-education-agency–approved or recognized requirements, and adheres to the standards of professional practice established in Federal and state law or regulation, including the standards contained in the California Business and Professions Code and the scope of practice as defined by the licensing or credentialing body.

Nothing in this definition shall be construed as restricting the activities or services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations. (Cal. Code Regs., tit. 5, § 3001(r).)

- e. The term “license” means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services or refer to themselves using a specified professional title. This includes, but is not limited to mental health and board and care services at a residential placement. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a

license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(1).

- f. “Parent” means:
- i. a biological or adoptive parent, unless the biological or adoptive parent does not have legal authority to make educational decisions for the child;
  - ii. a guardian generally authorized to act as the child’s parent or authorized to make educational decisions for the child;
  - iii. an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child’s welfare;
  - iv. a surrogate parent; or
  - v. a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child’s behalf has been specifically limited by court order in accordance with Title 34 of the Code of Federal Regulations sections 300.30(a)(2) or (b)(2).

Parent does not include the state or any political subdivision of government or the nonpublic school or agency under contract with LEA for the provision of special education or designated instruction and services for a child. (Ed. Code § 56028.)

- g. The term “days” means calendar days unless otherwise specified.
- h. The phrase “billable day” means a school day in which instructional minutes meet or exceed those in comparable LEA programs.
- i. The phrase “billable day of attendance” means a school day as defined in California Education Code section 46307, in which an LEA student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.
- j. It is understood that the term “Master Contract” also means “Agreement” and may be referred to as such in this document.

## **ADMINISTRATION OF CONTRACT**

### **8. NOTICES**

All notices provided for by this Master Contract shall be in writing. Notices shall be mailed or delivered by hand and shall be effective as of the date of receipt by addressee.

All notices mailed to LEA shall be addressed to the person and address as indicated on the signature page of the Master Contract. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

### **9. MAINTENANCE OF RECORDS**

All records shall be maintained by CONTRACTOR as required by state and Federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Master Contract. For purposes of this Master Contract, “records” shall include, but not be limited to pupil records as defined by California Education Code section 49061(b) including

electronically stored information; cost data records as set forth in Title 5 of the California Code of Regulations section 3061; registers and roll books of teachers and/or daily service providers; chart notes, Medi-Cal logs, daily service logs and notes and other documents used to record the provision of related services (including supervision); daily service logs and notes used to record the provision of services provided by instructional assistants, behavior intervention aides, bus aides and supervisors; current transcripts, grade or progress reports, behavioral data, IEP/IFSPs, signature pages, and reports; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held; business licenses held; documents evidencing other staff qualifications including social security numbers, dates of hire, and dates of termination; records of employee training and certification, staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state nonpublic school and/or agency certifications; by-laws; lists of current board of directors/trustees, if incorporated; all budgetary information, including operating budgets submitted by CONTRACTOR to LEA for the relevant contract period being audited, statements of income and expenses; general journals; cash receipts and disbursement books, general ledgers and supporting documents and other documents evidencing financial expenditures; Federal/state payroll quarterly reports (Form 941/DE3DP); and bank statements and canceled checks or facsimile thereof.

CONTRACTOR shall maintain LEA student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR'S employees who have access to confidential records. CONTRACTOR shall maintain an access log for each LEA student's record which lists all persons, agencies, or organizations requesting or receiving information from the record and the legitimate interests therefore. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, and date/time of access for each individual requesting or receiving information from an LEA student's record. Such log needs not to record access to an LEA student's records by: (a) an LEA student's parent; (b) an individual to whom written consent has been executed by an LEA student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors. CONTRACTOR shall grant parents access to student records and comply with parents' requests for copies of student records, as required by state and Federal laws and regulations. LEA shall have access to and receive copies of any and all documents required to be maintained by CONTRACTOR within five (5) business days of a request. CONTRACTOR agrees, in the event of school or agency closure, to forward all records within ten (10) business days to LEA.

**10. SEVERABILITY CLAUSE**

If any provision of this Master Contract is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire Master Contract shall be severable and remain in effect.

**11. SUCCESSORS IN INTEREST**

This contract binds CONTRACTOR'S successors and assignees. CONTRACTOR shall notify LEA, in writing, of any change of ownership or corporate control within ten (10) business days of such change.

**12. VENUE AND GOVERNING LAW**

The laws of the State of California shall govern the terms and conditions of this Master Contract with venue in the County where LEA is located.



**13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES**

This Master Contract may be modified or amended by LEA to conform to administrative and statutory guidelines issued by any state, Federal or local governmental agency. LEA shall provide CONTRACTOR thirty (30) days' notice of any such changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute or regulation upon which the modification or changes are based.

**14. TERMINATION**

This Master Contract or an Individual Services Agreement may be terminated for cause. Cause shall include but not be limited to non-maintenance of current nonpublic school certification, failure of either LEA or the CONTRACTOR to maintain the standards required under the Master Contract and/or Individual Services Agreement, or other material breach of this Master Contract by CONTRACTOR or LEA. For purposes of Non Public School placement, the cause shall not be the availability of a public class initiated during the period of the Master Contract unless the parent agrees to the transfer of the student to a public school program at an IEP team meeting. To terminate the Master Contract, either party shall give twenty (20) days prior written notice to the other party (Ed. Code § 56366(a)(4)). Notwithstanding the foregoing, this Master Contract may be terminated immediately, without twenty days prior notice and at the LEA's discretion, if LEA determines that there are significant health or safety concerns or there has been a suspension or revocation of CONTRACTOR's certification. If this Master Contract is terminated with twenty days' notice, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract on the date of termination. If the Master Contract is terminated immediately, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract within five (5) business days. ISAs are void upon termination of this Master Contract, except as provided in Paragraphs 5 or 6. CONTRACTOR or LEA may terminate an ISA for cause, without terminating the Master Contract in its entirety. To terminate the ISA, either party shall also give twenty (20) days prior written notice to the other.

**15. INSURANCE**

CONTRACTOR shall, at his, her, or its sole cost and expense, maintain in full force and effect, during the term of this Agreement, the following insurance coverage from a California licensed and/or admitted insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR's fulfillment of any of its obligations under this Agreement or either party's use of the work or any component or part thereof:

**PART I – INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AND AGENCIES**

- A. **Commercial General Liability Insurance**, including both bodily injury and property damage, with limits as follows:

\$2,000,000 per occurrence  
\$ 500,000 fire damage  
\$ 5,000 medical expenses  
\$1,000,000 personal & adv. injury  
\$3,000,000 general aggregate  
\$2,000,000 products/completed operations aggregate

The policy may not contain an exclusion for coverage of claims arising from claims for sexual molestation or abuse. In the event that CONTRACTOR's policy should have an exclusion for sexual

molestation or abuse claims, then CONTRACTOR shall be required to procure a supplemental policy providing such coverage.

- B. **Commercial Auto Liability Insurance** for all owned, non-owned or hired automobiles with a \$1 million combined single limit. If no owned automobiles, then only hired and non-owned is required.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as approved service locations by the LEA, CONTRACTOR must comply with State of California auto insurance requirements.

- C. **Workers' Compensation and Employers Liability Insurance** in accordance with provisions of California Labor Code sections 3200 et seq., adequate to protect CONTRACTOR from claims that may arise from its operations pursuant to the California Workers' Compensation Insurance and Safety Act and in accordance with applicable state and Federal laws.

Part A – Statutory Limits

Part B – \$1,000,000/\$1,000,000/\$1,000,000 Employers Liability

- D. **Errors & Omissions (E & O)/Malpractice (Professional Liability) Insurance**, including sexual molestation and abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or separate policy, with the following limits:

\$1,000,000 per occurrence

\$2,000,000 general aggregate

- E. CONTRACTOR, upon execution of this Master Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance evidencing such coverage. The certificate of insurance shall include a ten (10) day non-renewal notice provision. The Commercial General Liability and Automobile Liability policy shall name the LEA and the Board of Education as named additional insureds and shall be endorsed on all policies. Certificate of Insurance, additional insured endorsement and declaration of insurance coverages shall be provided to LEA. All premiums on all insurance policies shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.
- F. Any deductibles or self-insured retentions above \$100,000 must be disclosed to and approved by the LEA. At its option, LEA may require the CONTRACTOR, at the CONTRACTOR's sole cost, to: (a) cause its insurer to reduce to levels specified by the LEA or eliminate such deductibles or self-insured retentions with respect to the LEA, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigation.
- G. For any claims related to the services contracted for under this Agreement, the CONTRACTOR's insurance coverage shall be primary insurance with respect to the LEA, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.
- H. All Certificates of Insurance may reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

PART II – INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AFFILIATED WITH A  
RESIDENTIAL TREATMENT FACILITY (“RTC”)

When CONTRACTOR is a nonpublic school affiliated with a residential treatment center (“NPS/RTC”), the following insurance policies are required:

- A. **Commercial General Liability Insurance** including both bodily injury and property damage, with limits of at least \$3,000,000 per Occurrence and \$6,000,000 in General Aggregate. The policy shall be endorsed to name the LEA and the Board of Education as named additional insureds and shall provide specifically that any insurance carried by the LEA which may be applicable to any claims or loss shall be deemed excess and the RTC’s insurance primary despite any conflicting provisions in the RTC’s policy. Coverage shall be maintained with no self-insured retention above \$100,000 without the prior written approval of the LEA.
- B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the RTC from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
- C. **Commercial Auto Liability** coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the RTC does not operate a student bus service. If the RTC provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
- D. **Fidelity Bond or Crime** coverage shall be maintained by the RTC to cover all employees who process or otherwise have responsibility for RTC funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$250,000 per occurrence, with no self-insured retention.
- E. **Professional Liability/Errors & Omissions/Malpractice** coverage with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.
- F. **Sexual Molestation and Abuse** coverage, unless that coverage is afforded elsewhere in the Commercial General Liability or Professional liability policy by endorsement, with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.

If LEA or CONTRACTOR determines that a change in insurance coverage obligations under this section is necessary, either party may reopen negotiations to modify the insurance obligations.

**16. INDEMNIFICATION AND HOLD HARMLESS**

To the fullest extent allowed by law, CONTRACTOR shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors (“LEA Indemnities”) harmless against all liability, loss, damage and expense (including reasonable attorneys’ fees) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by negligence, intentional act, or willful act or omission of CONTRACTOR, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnities). The duty and obligation to defend shall arise immediately upon tender of a claim or lawsuit to the CONTRACTOR. The LEA shall have the right, in its sole discretion, to select counsel of its choice to provide the defense at the sole cost of the CONTRACTOR or the applicable insurance carrier.

To the fullest extent allowed by law, LEA shall indemnify and hold CONTRACTOR and its Board Members, administrators, employees, agents, attorneys, and subcontractors (“CONTRACTOR Indemnities”) harmless

against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by the negligent or willful act or omission of LEA, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding CONTRACTOR and/or any CONTRACTOR Indemnities).

LEA represents that it is self-insured in compliance with the laws of the state of California, that the self-insurance covers district employees acting within the course and scope of their respective duties and that its self-insurance covers LEA's indemnification obligations under this Master Contract.

#### **17. INDEPENDENT CONTRACTOR**

Nothing herein contained shall be construed to imply a joint venture, partnership or principal-agent relationship between LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Agreement as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Agreement shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the Parties or any affiliates of the Parties, or between LEA and any individual assigned by CONTRACTOR to perform any services for LEA.

If LEA is held to be a partner, joint venturer, co-principal, employer or co-employer of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless LEA from and against any and all claims for loss, liability, or damages arising from that holding, as well as any expenses, costs, taxes, penalties and interest charges incurred by LEA as a result of that holding.

#### **18. SUBCONTRACTING**

CONTRACTOR shall not enter into any subcontracting relationship without first obtaining final written approval of LEA. Should CONTRACTOR wish to subcontract for special education and/or related services pursuant to this Master Contract, it must provide written notification to LEA before any subcontracting arrangement is made. In the event LEA determines that it can provide the subcontracted service(s) at a lower rate, LEA may elect to provide such service(s). If LEA elects to provide such service(s), LEA shall provide written notification to CONTRACTOR within five (5) days of receipt of CONTRACTOR'S original request and CONTRACTOR shall not subcontract for said services.

Should LEA approve in concept of CONTRACTOR subcontracting for services, CONTRACTOR shall submit the proposed subcontract to LEA for approval. CONTRACTOR shall incorporate all of the provisions of this Master Contract in all subcontracts to the fullest extent possible. Furthermore, when developing subcontracts for the provision of special education and/or related services (including but not limited to, transportation) for any student, CONTRACTOR shall cause each subcontractor to procure and maintain indemnification and insurance requirements which comply with the provisions of Paragraphs 15 and 16 of this Master Contract, for the duration of the term of each subcontract. If a proposed subcontract is approved by LEA, each subcontractor must furnish LEA with original endorsements and certificates of insurance effecting coverage required by Paragraph 15 of this Master Contract. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. Unless otherwise agreed to by LEA, the endorsements are to be on forms provided by the LEA. All endorsements are to be received and approved by LEA before the subcontractor's work commences. The Commercial General Liability and Automobile Liability policies shall name the LEA/SELPA and the LEA Board of Education as additional insureds.

As an alternative to the LEA's forms, a subcontractor's insurer may provide, with prior LEA approval, complete, certified copies of all required insurance policies, including endorsements effecting the coverage required by this Master Contract. All Certificates of Insurance must reference the LEA contract number, name of the school or agency submitting the certificate, designation of NPS or NPA, and the location of the

school or agency submitting the certificate. In addition, all subcontractors must meet the requirements as contained in Paragraph 45 (Clearance Requirements) and Paragraph 46 (Staff Qualifications) of this Master Contract. No subcontract shall be considered final without LEA approval.

**19. CONFLICTS OF INTEREST**

CONTRACTOR shall provide to LEA upon request a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated. CONTRACTOR and any member of its Board of Directors (or Trustees) shall avoid and disclose any relationship with LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042 including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education Code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR'S facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

Unless CONTRACTOR and LEA otherwise agree in writing, LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for an LEA student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to an LEA student without prior written authorization by LEA. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e. before or after an LEA student is enrolled in CONTRACTOR'S school/agency) or whether an assessment of an LEA student is performed or a report is prepared in the normal course of the services provided to an LEA student by CONTRACTOR. To avoid a conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, LEA may, in its discretion, not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, LEA may, in its discretion, not fund services through the evaluator whose IEE LEA agrees to fund. When no other appropriate assessor is available, LEA may request and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

CONTRACTOR shall not admit a student living within the jurisdictional boundaries of LEA on a private pay or tuition free "scholarship" basis and concurrently or subsequently advise/request parent(s) to pursue funding for the admitted school year from LEA through due process proceedings. Such action shall constitute sufficient good cause for termination of this Master Contract.

**20. NON-DISCRIMINATION**

CONTRACTOR shall not, in employment or operation of its programs, unlawfully discriminate on the basis of gender, nationality, national origin, ancestry, race, color, ethnicity, ethnic group affiliation, religion, age, marital status, pregnancy or parental status, sex, sexual orientation, gender, gender identity, gender expression, physical or mental disability, genetic information, medical condition, military or veteran status, or any other classification protected by Federal or state law, or the perception of one of more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics. (Gov. Code § 12940 *et seq.*)

**EDUCATIONAL PROGRAM**

**21. FREE AND APPROPRIATE PUBLIC EDUCATION ("FAPE")**

LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as "ITP") of each LEA student served by CONTRACTOR. CONTRACTOR shall provide to each LEA student special education and/or related services (including transition services) within the nonpublic school or nonpublic agency consistent with an LEA student's IEP and as specified in the ISA.

If CONTRACTOR is a nonpublic school, CONTRACTOR shall not accept an LEA student if it cannot provide or ensure the provision of the services outlined in the student's IEP. If an LEA student's services are provided by a third party (i.e. a related services provider) CONTRACTOR shall notify LEA, in writing, if the provision of services ceases.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities for LEA students, as specified in an LEA student's IEP and ISA. CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in an LEA student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the LEA student's enrollment under the terms of this Master Contract). LEA shall provide low incidence equipment for eligible students with low incidence disabilities when specified in an LEA student's IEP and ISA. Such equipment remains the property of the SELPA/LEA and shall be returned to the SELPA/LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the nonpublic school. CONTRACTOR shall ensure that facilities are adequate to provide all LEA students with an environment which meets all pertinent health and safety regulations. CONTRACTOR may charge an LEA student's parent(s) for services and/or activities not necessary for the LEA student to receive a free appropriate public education after: (a) written notification to an LEA student's parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by LEA of the written notification and a written acknowledgment signed by an LEA student's parent(s) of the cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility.

Voluntary services and/or activities not necessary for an LEA student to receive a free appropriate public education shall not interfere with the LEA student's receipt of special education and/or related services as specified in the LEA student's IEP and ISA unless LEA and CONTRACTOR agree otherwise in writing.

## **22. GENERAL PROGRAM OF INSTRUCTION**

All nonpublic school and nonpublic agency services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 *et seq.* and shall ensure that facilities are adequate to provide LEA students with an environment which meets all pertinent health and safety regulations.

When CONTRACTOR is a nonpublic school, CONTRACTOR'S general program of instruction shall: (a) utilize evidence-based practices and predictors and be consistent with LEA's standards regarding the particular course of study and curriculum; (b) include curriculum that addresses mathematics, literacy and the use of educational, assistive technology and transition services; (c) be consistent with CDE's standards regarding the particular course of study and curriculum; (d) provide the services as specified in an LEA student's IEP and ISA. LEA students shall have access to: (a) State Board of Education ("SBE") - adopted Common Core State Standards ("CCSS") for curriculum and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards-aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by a local education agency ("LEA"), that contracts with the nonpublic school: (b) college preparation courses; (c) extracurricular activities such as art, sports, music and academic clubs; (d) career preparation and vocational training, consistent with transition plans pursuant to state and Federal law and; (e) supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling. When appropriate, CONTRACTOR shall utilize the designated curriculum guidelines for students with moderate to severe disabilities who participate in the State's alternative assessment. These students shall have access to the core content, activities, and instructional materials delineated within these curriculum guidelines. CONTRACTOR'S general program of instruction shall be described in writing and a copy provided to LEA prior to the effective date of this Master Contract.

When CONTRACTOR serves LEA students in grades nine through twelve inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not award a high school diploma to LEA students who have not successfully completed all of LEA's graduation requirements.

When CONTRACTOR is a nonpublic agency and/or related services provider, CONTRACTOR'S general program of instruction and/or services shall utilize evidence-based practices and predictors and be consistent with LEA and CDE guidelines/certifications and any state licensing requirements and shall be provided as specified in an LEA student's IEP and ISA. The nonpublic agency providing Behavior Intervention Services shall develop a written plan that specifies the nature of their nonpublic agency service for each student within thirty (30) days of enrollment and shall be provided in writing to LEA. School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team. Except for services provided by a contractor that is a licensed children's institution ("LCI"), all services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services, provided such guardian or caregiver has a signed authorization by the parent or legal guardian to authorize emergency services as requested. LCI contractors shall ensure that appropriate and qualified residential or clinical staff is present during the provision of services under this Master Contract. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian, or adult caregiver is present. CONTRACTOR shall provide to LEA a written description of the services and location provided prior to the effective date of this Master Contract. Contractors providing Behavior Intervention Services must have a trained behaviorist or trained equivalent on staff who is qualified and responsible for the design, planning, and implementation of behavioral interventions as the law requires. (Cal. Code Regs., tit. 5, § 3051.23; Ed. Code § 56366.10(e).) It is understood that Behavior Intervention Services are limited per CDE Certification and do not constitute an instructional program.

When CONTRACTOR is a nonpublic agency, CONTRACTOR shall not provide transportation nor subcontract for transportation services for students unless LEA and CONTRACTOR agree otherwise in writing.

### **23. INSTRUCTIONAL MINUTES**

When CONTRACTOR is a nonpublic school, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the number of instructional minutes per school day provided to LEA students at like grade level attending LEA schools and shall be specified in an LEA student's ISA developed in accordance with the LEA student's IEP.

For students in grades kindergarten through 12, inclusive, unless otherwise specified in the student's IEP and ISA, the number of instructional minutes, excluding breakfast, recess, lunch and pass time shall be the same as the California Education Code prescribes for the LEA.

The total number of annual instructional minutes shall be at least equivalent to the total number of annual instructional minutes provided to LEA students attending LEA schools in like grade levels unless otherwise specified in an LEA student's IEP and ISA.

When CONTRACTOR is a nonpublic agency and/or related services provider, the total number of minutes per school day provided by CONTRACTOR shall be specified in an LEA student's ISA developed in accordance with the LEA student's IEP.

### **24. CLASS SIZE**

When CONTRACTOR is a nonpublic school, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students unless CONTRACTOR and LEA agree otherwise in writing. Upon prior written approval by an authorized LEA representative, class size may be temporarily increased

by a ratio of 1 teacher to fourteen (14) students when necessary during the regular or extended school year to provide services to students with disabilities.

In the event a nonpublic school is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the California Department of Education Certification of that school, the nonpublic school shall develop a plan to ensure appropriate coverage of students by first utilizing existing certificated staff. The nonpublic school and LEA may agree to one 30 school day period per contract year where class size may be increased to ensure coverage by an appropriately credentialed teacher. Such an agreement shall be in writing and signed by both Parties. This provision does not apply to a nonpublic agency.

CONTRACTOR providing special education instruction for individuals with exceptional needs between the ages of three and five years, inclusive, shall also comply with the appropriate instructional adult to child ratios pursuant to California Education Code sections 56440 *et seq.*

## **25. CALENDARS**

When CONTRACTOR is a nonpublic school, CONTRACTOR shall submit to LEA a school calendar with the total number of billable days not to exceed 180 days, plus extended school year billable days equivalent to the number of days determined by LEA's extended school year calendar. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of LEA. Nothing in this Master Contract shall be interpreted to require LEA to accept any requests for calendar changes. In the event LEA adjusts the number of school days for the regular school year and/or extended school year, the approved number of days shall become the total billable days for the nonpublic school or agency. In such a case, an amended calendar shall be provided by CONTRACTOR for LEA approval.

Unless otherwise specified by an LEA student's IEP, educational services shall occur at the school site. A student shall only be eligible for extended school year services if such are recommended by his/her IEP team and the provision of such is specifically included in the ISA. Extended school year shall consist of twenty (20) instructional days, unless otherwise agreed upon by the IEP team convened by LEA. Any days of extended school year in excess of twenty (20) billable days must be mutually agreed to, in writing, prior to the start of the extended school year.

Student must have actually been in attendance during the regular school year and/or during extended school year and actually received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by LEA, in writing, in advance of the delivery of any nonpublic school service. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

CONTRACTOR shall observe only the same legal holidays as LEA. As of the execution of this Master Contract, these holidays are: Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King, Jr. Day, Lincoln's Birthday, Washington's Birthday, Memorial Day, and Independence Day. With the approval of LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by LEA.

When CONTRACTOR is a nonpublic agency, CONTRACTOR shall be provided with a LEA-developed/approved calendar prior to the initiation of services. CONTRACTOR herein agrees to observe holidays as specified in LEA-developed/approved calendar. CONTRACTOR shall provide services pursuant to LEA-developed/approved calendar; or as specified in an LEA student's IEP and ISA. Unless otherwise specified in an LEA student's ISA, CONTRACTOR shall provide related services to LEA students on only



those days that an LEA student's school of attendance is in session and the LEA student attends school. CONTRACTOR shall bill only for services provided on billable days of attendance as indicated on LEA calendar unless CONTRACTOR and LEA agree otherwise, in writing. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by LEA, in writing, in advance of the delivery of any nonpublic agency service provided by CONTRACTOR. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR. In the event of school closures due to emergency, payment will follow the procedures in accordance with Paragraph 62.

## **26. DATA REPORTING**

CONTRACTOR agrees to provide to LEA, all data (including billing information) related to students who are served by the CONTRACTOR. CONTRACTOR agrees to provide all data related to or referenced in any and all sections of this Master Contract if requested by LEA. CONTRACTOR agrees to provide all requested information in the format required by LEA. It is understood that all nonpublic schools and nonpublic agencies shall utilize the Special Education Information System ("SEIS") or comparable program/system approved by LEA/SELPA for all IEP development, documenting services, and progress reporting. Additional progress reporting may be required by LEA. LEA shall provide the CONTRACTOR with appropriate software, user training and proper internet permissions to allow adequate access so that this information may be compiled.

Using forms developed by the California Department of Education or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Code sections 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code Sections 48900 and 48915. (Ed. Code § 49006.)

LEA shall provide CONTRACTOR with approved forms and/or format for such data including but not limited to invoicing, attendance reports and progress reports. LEA may approve use of CONTRACTOR-provided forms at its discretion.

## **27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT**

CONTRACTOR and LEA shall follow all LEA policies and procedures that support Least Restrictive Environment ("LRE") options (and/or dual enrollment options if available and appropriate) for students to have access to the general curriculum and to be educated with their nondisabled peers to the maximum extent appropriate.

CONTRACTOR and LEA shall ensure that LRE placement options are addressed at all IEP team meetings regarding students for whom ISAs have been or may be executed. This shall include IEP team consideration of supplementary aids and services and goals and objectives necessary for placement in the LRE and necessary to enable students to transition to less restrictive settings.

When an IEP team has determined that a student should be transitioned into the public school setting, CONTRACTOR shall assist LEA in implementing the IEP team's recommendations and/or activities to support the transition.

**28. STATEWIDE ACHIEVEMENT TESTING**

When CONTRACTOR is a nonpublic school, CONTRACTOR shall administer all Statewide assessments within the California Assessment of Student Performance and Progress (“CAASPP”), Desired Results Developmental Profile (“DRDP”), California Alternative Assessment (“CAA”), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, and the English Language Proficiency Assessments for California (“ELPAC”), as appropriate to the student and mandated by LEA pursuant to LEA and state and Federal guidelines.

CONTRACTOR is subject to the alternative accountability system developed pursuant to California Education Code section 52052, in the same manner as public schools. Each LEA student placed with CONTRACTOR by the LEA shall be tested by qualified staff of CONTRACTOR in accordance with that accountability program. LEA shall provide test administration training to CONTRACTOR’S qualified staff. CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA.

**29. MANDATED ATTENDANCE AT LEA MEETINGS**

CONTRACTOR shall attend LEA mandated meetings when legal mandates, and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, standardized testing, and IEPs. LEA shall provide CONTRACTOR with reasonable notice of mandated meetings. Attendance at such meetings does not constitute a billable service hour(s).

**30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS**

CONTRACTOR shall comply with all requirements of California Education Code sections 49005 *et seq.*, 56521.1, and 56521.2 regarding positive behavior interventions and supports. Failure to do so shall constitute sufficient good cause for termination of this Master Contract. CONTRACTOR shall ensure that CONTRACTOR utilizes a multi-tier system of support (“MTSS”) to address student needs. CONTRACTOR shall also ensure that all staff are trained on the use of positive behavior interventions and supports consistent with this Master Contract.

LEA students who exhibit behaviors that interfere with their learning or the learning of others must receive timely and appropriate assessments and positive supports and interventions in accordance with Federal and state law and implementing regulations. If the individualized education program (“IEP”) team determines that a student’s behavior impedes his or her learning or the learning of others, the IEP team is required to consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated Federal regulations. This could mean that instead of developing a Behavior Intervention Plan (“BIP”), the IEP team may conclude it is sufficient to address the student’s behavioral problems through the development of behavioral goals and behavioral interventions to support those goals.

CONTRACTOR shall maintain a written policy consistent with California Education Code section 56521.1 regarding emergency interventions and Behavioral Emergency Reports (“BERs”). Further, CONTRACTOR shall affirmatively inform each of its employees about the policy, provide each employee a copy thereof, and provide training to all employees regarding the policy. CONTRACTOR shall also ensure that all of its staff members are trained at least annually in crisis intervention, emergency procedures, and evidence-based practices and interventions specific to the unique behavioral needs of the CONTRACTOR’s pupil population. Training includes certification with an approved SELPA crisis intervention program. The training shall be provided within 30 days of employment to new staff who have any contact or interaction with pupils during the schoolday, and annually to all staff who have any contact or interaction with pupils during the schoolday.

(Ed. Code 56366.10(f).) CONTRACTOR shall select and conduct the training in accordance with California Education Code section 56366.1. CONTRACTOR shall maintain accurate behavior management training records documenting all training completed by all of CONTRACTOR's employees. Evidence of all trainings shall be submitted to the LEA at least annually at the beginning of the school year, within five (5) business days of completion of training for any new hire, or upon request.

Pursuant to California Education Code section 56521.1, emergency interventions shall not be used as a substitute for a BIP and shall not be employed longer than necessary to contain the behavior. Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the LEA student or others and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. If a situation requires prolonged use of an emergency intervention, staff must seek assistance from the school site administrator or a law enforcement agency, as suitable to the situation. CONTRACTOR shall ensure that all staff are trained on the use of emergency interventions. Evidence of such training shall be submitted to the LEA at the beginning of the school year and within five (5) days of completion of training for any new hire. Consistent with Paragraph 44 of this Master Contract, LEA may observe and/or audit CONTRACTOR's implementation of BIPs, staff use of behavior interventions, including emergency interventions, at any time, and without prior notice.

To prevent emergency interventions from being used in lieu of planned, systematic behavioral interventions, the parent, guardian, and LEA shall be notified within one school day, if an emergency intervention is used or serious property damage occurs. The residential care provider shall also be notified, if appropriate. CONTRACTOR shall complete a behavior emergency report ("BER") when an emergency occurs that is defined as a serious, dangerous behavior that staff has determined to present a clear and present danger to student, self, or others. A BER is also required if (a) a non-violent physical intervention was used to protect the safety of student, self, or others; or (b) a physical intervention has not been used, but an injury or serious property damage has occurred. Use of Personal Safety Techniques (which may or may not have been used) does not determine whether a BER is required. CONTRACTOR shall immediately complete and maintain in the file of an LEA student, a BER which shall include all of the following: (1) The name and age of the individual with exceptional needs; (2) The setting and location of the incident; (3) The name of the staff or other persons involved; (4) A description of the incident and the emergency intervention used, and whether the LEA student is currently engaged in any systematic behavioral intervention plan; and (5) Details of any injuries sustained by an LEA student or others, including staff, as a result of the incident. The BER shall immediately be forwarded to LEA for administrative action. CONTRACTOR shall also notify the LEA and parents within twenty-four (24) hours via telephone.

Consistent with the requirements of California Education Code section 56521.1(g), if a BER is written regarding an LEA student who does not have a behavior intervention plan, the designated responsible administrator shall, within two days, coordinate with the LEA to schedule an IEP team meeting to review the BER, to determine the necessity for a functional behavioral assessment, and to determine the necessity for an interim plan. If assessment is not proposed and/or if the IEP team determines that an interim plan is determined not to be necessary, the IEP team shall document the reasons for not conducting a functional behavioral assessment, not developing an interim plan, or both.

Consistent with the requirements of California Education Code section 56521.1(h), if a BER is written regarding an LEA student who has a positive behavioral intervention plan, an incident involving a previously unseen serious behavior problem, or where a previously designed intervention is ineffective, the student shall be referred to the IEP team to review and determine if the incident constitutes a need to modify the positive behavioral intervention plan. CONTRACTOR shall immediately notify LEA via telephone of any severe or increasingly frequent behavior problem, any emergency intervention in response to a previously unseen serious behavior problem, or where a previously designed intervention is ineffective, that may require an IEP team meeting.

Pursuant to Education Code section 56521.2, CONTRACTOR shall not authorize, order, consent to, or pay for the following interventions, or any other interventions similar to or like the following: (1) Any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric-shock; (2) An intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual; (3) An intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities; (4) An intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma; (5) Restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention; (6) Locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room; (7) An intervention that precludes adequate supervision of the individual; (8) An intervention that deprives the individual of one or more of his or her senses. In the case of a child whose behavior impedes the child's learning or that of others, the IEP team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated Federal regulations.

CONTRACTOR must review and revise all restraint practices when they have an adverse effect on a student or are used repeatedly for an individual child, either on multiple occasions within the same classroom or multiple uses by the same individual. CONTRACTOR shall notify the student's parent/guardian when any type of physical or mechanical restraint or seclusion has been used. Upon the use of any type of physical or mechanical restraint or seclusions of a District student, CONTRACTOR shall complete a BER per the reporting and notification requirements listed above. LEA may require a review of restraint practices at any time, including but not limited to, in response to an emergency intervention report via telephone, in response to observations or audit by LEA staff, in response to a parent's concern, or in response to BERs forwarded to LEA for administrative action.

**BEHAVIOR INTERVENTION REPORTING:** Twice annually, CONTRACTOR shall certify that (a) CONTRACTOR has reviewed the BERs for each student in conjunction with that student's IEP and BIP; (b) Staff are trained to implement each student's BIP, including approved or prohibited restraint techniques for each student; (c) emergency interventions have only been used when there is a clear or present danger; and (d) BERs have been properly completed and forwarded to LEA as required by this Master Contract.

Failure to comply with any of the requirements of Paragraph 30: Positive Behavior Interventions and Supports shall constitute sufficient good cause for immediate termination of this Master Contract.

### **31. STUDENT DISCIPLINE**

CONTRACTOR shall maintain and abide by a written policy for student discipline that is consistent with state and Federal law and regulations. Using forms developed by the California Department of Education or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Code sections 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code Sections 48900 and 48915. (Ed. Code § 49006.)

When CONTRACTOR seeks to remove an LEA student from his/her current educational placement for disciplinary reasons, CONTRACTOR shall submit a written discipline report within 24 hours to LEA and a manifestation IEP team meeting shall be scheduled. Written discipline reports shall include, but not be limited to: The LEA student's name, grade, race, ethnicity, and gender; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action.

A copy of the LEA student's behavior plan, if any, shall be submitted with the written discipline report. CONTRACTOR and LEA agree to participate in a manifestation determination at an IEP meeting no later than the tenth (10<sup>th</sup>) day of suspension. CONTRACTOR shall notify and invite LEA representatives to the IEP team meeting where the manifestation determination will be made.

### **32. IEP TEAM MEETINGS**

An IEP team meeting shall be convened at least annually to evaluate: (1) the educational progress of each student placed with CONTRACTOR, including all state assessment results pursuant to the requirements of California Education Code section 52052; (2) whether or not the needs of the student continue to be best met at the nonpublic school and/or by the nonpublic agency; and (3) whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting. (Ed. Code §§ 56366(a)(2)(B)(i), (ii); 56345(b)(4).)

If an LEA student is to be transferred from a nonpublic school setting into a regular class setting in a public school for any part of the school day, the IEP team shall document, if appropriate, a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each student shall be allowed to provide confidential input to any representative of his or her IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding LEA students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, a parent, the CONTRACTOR or LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to the parent(s), the CONTRACTOR and LEA. CONTRACTOR shall provide to LEA, at no cost and prior to an annual or triennial IEP team meeting, documentation which shows progress on goals and any and all assessments and written assessment reports (including testing protocols) created by CONTRACTOR and any of its agents or subcontractors, upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is not a billable service under this Master Contract.

It is understood that the CONTRACTOR shall utilize the Special Education Information System ("SEIS") or other comparable program/system as approved by LEA solely at LEA's discretion, for all IEP planning and progress reporting. LEA shall provide training to nonpublic school and nonpublic agency staff, as necessary, to ensure access to SEIS or the comparable program/system designated and approved for use by LEA. The nonpublic school and/or nonpublic agency shall maintain confidentiality of all IEP data on SEIS or on the LEA-approved comparable program/system, and shall protect the password requirements of the system. When a student disenrolls from the nonpublic school or stops receiving services from the nonpublic agency, such CONTRACTOR shall discontinue use of SEIS and/or LEA-approved comparable program/system for that student.

Changes in any LEA student's educational program, including instruction, services, or instructional setting provided under this Master Contract may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the student's IEP for the purpose of considering a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or an interim alternative educational setting is deemed lawful and appropriate by LEA or OAH consistent with applicable law. (20 U.S.C. § 1415(k)(4)(A).)

**33. SURROGATE PARENTS AND FOSTER YOUTH**

CONTRACTOR shall comply with all LEA surrogate parent assignments. Surrogate parents shall serve as the child's parent and have all the rights relative to an LEA student's education that a parent has under the IDEA pursuant to 20 U.S.C. §§ 1414-1482 and 34 C.F.R. §§ 300.1-300.756. A pupil in foster care shall be defined pursuant to California Education Code section 42238.01(b). The LEA shall annually notify the CONTRACTOR who the LEA has designated as the educational liaison for foster children. When a pupil in foster care is enrolled in a nonpublic school by the LEA any time after the completion of the pupil's second year of high school, the CONTRACTOR shall schedule the pupil in courses leading towards graduation based on the diploma requirements of the LEA unless provided notice otherwise in writing pursuant to Section 51225.1.

**34. DUE PROCESS PROCEEDINGS**

CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. CONTRACTOR will make CONTRACTOR's staff available for witness preparation and testimony as is necessary to facilitate a due process hearing. CONTRACTOR shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office for Civil Rights, or any other state and/or Federal governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR'S program and/or the implementation of a particular student's IEP/ISA.

**35. COMPLAINT PROCEDURES**

CONTRACTOR shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of LEA students with appropriate information (including complaint forms) for the following: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 et seq.; (2) Nondiscrimination Policy pursuant to Title 5 of the California Code of Regulations section 4960(a); (3) Sexual Harassment Policy pursuant to California Education Code section 231.5; (4) Title IX Student Grievance Procedures pursuant to Title 34 of the Code of Federal Regulations sections 106.8 and 106.9; (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act ("HIPAA"), 45 C.F.R. § 164.520; and (6) Notification and Complaint Procedures for Disability Access, pursuant to 42 U.S.C. §§ 12101 *et seq.* CONTRACTOR shall include verification of these procedures to LEA. CONTRACTOR shall immediately notify LEA of any complaints filed against it related to LEA students and provide LEA with all documentation related to the complaints and/or its investigation of those complaints, including any and all reports generated as a result of an investigation.

**36. LEA STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS**

Unless LEA requests in writing that progress reports be provided on a monthly basis, CONTRACTOR shall provide to parents, with a concurrent copy sent to LEA, at least four (4) written progress reports/report cards. At a minimum, progress reports shall include progress over time towards IEP goals and objectives. A copy of the progress reports/report cards shall be maintained at the CONTRACTOR'S place of business.

CONTRACTOR shall also provide LEA representatives access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, chart notes, observation notes, data sheets, pre/post tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior support and/or intervention plans. LEA may request copies of such data at any time within five (5) years of the date of service. CONTRACTOR

agrees to maintain the information for at least five (5) years and also shall provide this data supporting progress within 5 business days of request. Additional time may be granted as needed by LEA.

CONTRACTOR shall complete academic or other assessment of an LEA student ten (10) days prior to the LEA student's annual or triennial review IEP team meeting for the purpose of reporting the LEA student's present levels of performance at the IEP team meeting as required by state and Federal laws and regulations and pursuant to LEA policies, procedures, and/or practices. CONTRACTOR shall provide sufficient copies of reports, projected goals and/or any other relevant documents to be reviewed by the IEP team to the District no later than five (5) business days prior to an annual or triennial IEP team meeting. CONTRACTOR shall maintain all supporting documentation including but not limited to test protocols and data collection, which shall be made available to LEA within five (5) business days of request.

CONTRACTOR is responsible for all assessment costs regarding the updating of goals and objectives, progress reporting and the development of present levels of performance. All other assessments resulting from an assessment plan shall be provided by LEA unless LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Such assessment costs may be added to the ISA and/or approved separately by LEA at LEA's sole discretion.

It is understood that all billable hours must be in direct services to pupils as specified in the ISA. For nonpublic agency services, supervision provided by a qualified individual as specified in Title 5 of the California Code of Regulations section 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional's license, certification, or credential.

CONTRACTOR shall not charge an LEA student's parent(s) or LEA for the development or provision of progress reports, report cards, and/or any assessments, including evaluations to obtain present levels of performance, interviews, or attendance at any meetings, including but not limited to IEP meetings. It is understood that all billable hours are limited to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to LEA upon written request.

### **37. TRANSCRIPTS**

When CONTRACTOR is a nonpublic school, CONTRACTOR shall prepare transcripts at the close of each semester, or upon an LEA student transfer, for LEA students in grades nine (9) through twelve (12) inclusive. CONTRACTOR shall submit all transcripts on LEA-approved forms to an LEA student's school of residence for evaluation of progress toward completion of diploma requirements as specified in LEA Procedures. CONTRACTOR shall submit to LEA, the names of LEA students and their schools of residence for whom transcripts have been submitted as specified by LEA. All transcripts shall be maintained by CONTRACTOR and furnished to LEA upon request, consistent with the parameters of Paragraphs 9 and 26 of this Master Contract.

### **38. LEA STUDENT CHANGE OF RESIDENCE**

Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of an LEA student's change of residence. Within five (5) school days after CONTRACTOR becomes aware of an LEA student's change of residence, CONTRACTOR shall notify LEA, in writing, of the LEA student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents.

If CONTRACTOR had knowledge or should reasonably have had knowledge of an LEA student's change of residence boundaries and CONTRACTOR fails to follow the procedures specified in this provision, LEA shall not be responsible for the costs of services delivered after the LEA student's change of residence.

**39. WITHDRAWAL OF LEA STUDENT FROM PROGRAM**

CONTRACTOR shall immediately report, by telephone, with a follow-up written notification within five (5) business days to the LEA Representative responsible for overseeing nonpublic schools and nonpublic agencies, and any other required representative from the California Department of Education, when an LEA student is withdrawn without prior notice from school and/or services. CONTRACTOR shall confirm such telephone call on LEA approved forms and submit to LEA and the Department of Education, if required, within five (5) business days of the withdrawal, including a student's change in residence to a residence outside of LEA service boundaries, and the student's discharge against professional advice from a Nonpublic School/Residential Treatment Center ("NPS/RTC"). CONTRACTOR shall assist LEA to verify potential dropouts three (3) times per year.

**40. PARENT ACCESS**

CONTRACTOR shall provide for reasonable parental access to LEA students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and an LEA student's living quarters. CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

CONTRACTORS operating programs associated with a NPS/RTC shall cooperate with a parent's reasonable request for LEA student therapeutic visits in their home or at the NPS/RTC. CONTRACTOR shall require that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA at least thirty (30) days in advance. CONTRACTOR shall facilitate all parent travel and accommodations and provide travel information to parent(s) as appropriate. Payment by LEA for approved travel-related expenses shall be made directly through the LEA.

**41. SERVICES AND SUPERVISION AND PROFESSIONAL CONDUCT**

In addition to the requirements set forth in Paragraph 50, if CONTRACTOR provides services on a LEA public school campus, CONTRACTOR shall comply with California Penal Code section 627.1 *et seq.*, as well as all other LEA and campus-specific policies and procedures regarding visitors to/on school campuses. CONTRACTOR shall be responsible for the purchase and provision of the supplies and assessment tools necessary to implement the provision of CONTRACTOR services on LEA public school campuses.

**42. LICENSED CHILDREN'S INSTITUTION ("LCI") CONTRACTORS AND RESIDENTIAL TREATMENT CENTER ("RTC") CONTRACTORS**

If CONTRACTOR is a licensed children's institution ("LCI"), CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in California Education Code sections 48853, 51225.1, 51225.3, 51228.1, 51228.2, 56366, 56336(a)(2)(C), 56366.1, and 56366.9, California Health and Safety Code section 1501.1(b), and the procedures set forth in the LEA Procedures. A LCI shall not require that a pupil be placed in its nonpublic school as a condition of being placed in its residential facility.

If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to LEA, on a quarterly basis, a list of all LEA students, including those identified as eligible for special education. For those identified special education students, the list shall include: 1) special education eligibility at the time of enrollment and 2) the educational placement and services specified in each student's IEP at the time of enrollment.

If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a residential treatment center (hereinafter referred to as "NPS/RTC"), CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act ("IDEA"), 20 U.S.C. section 1411 *et seq.*



and California Education Code section 56000, *et seq.*; amended and reorganized by the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”), 20 U.S.C. section 1401(29); California Education Code section 56031 and Title 5, California Code of Regulations section 3001 *et seq.*, regarding the provision of counseling services, including residential care for students to receive a FAPE as set forth in an LEA student’s IEPs.

Unless placement is made pursuant to an Office of Administrative Hearings order or a lawfully executed agreement between LEA and parent, LEA is not responsible for the costs associated with nonpublic school placement until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement is appropriate, and the IEP is signed by the LEA student’s parent or another adult with educational decision-making rights.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this state shall be certified or licensed by that state to provide special education and related services and designated instruction and related services to pupils under the Federal Individuals with Disabilities Education Act (20 U.S.C. § 1400 *et seq.*).

**43. STATE MEAL MANDATE**

When CONTRACTOR is a nonpublic school, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49530, 49530.5 and 49550.

**44. MONITORING**

When CONTRACTOR is a nonpublic school, the LEA (or SELPA) shall conduct at least one onsite monitoring visit to the NPS during each school year during which the LEA has a pupil attending and with which it maintains a master contract. The monitoring visit shall include, but is not limited to, a review of services provided to the pupil through the ISA between the LEA and the NPS, a review of progress the pupil is making toward the goals set forth in the pupil’s IEP, a review of progress the pupil is making toward the goals set forth in the pupil’s behavioral intervention plan, if applicable, an observation of the pupil during instruction, and a walkthrough of the facility. The LEA (or SELPA) shall report the findings resulting from the monitoring visit to the California Department of Education within 60 calendar days of the onsite visit.

The LEA (or SELPA) shall conduct an onsite visit to the NPS before placement of a pupil if the LEA does not already have pupils enrolled at the school at the time of placement. (Ed. Code § 56366.1.)

CONTRACTOR shall allow LEA representatives access to its facilities for the purpose of periodic monitoring of each LEA student’s instructional program, and shall be invited to participate in the formal review of each student’s progress. LEA representatives shall have access to observe each LEA student at work, observe the instructional setting, interview CONTRACTOR, and review each LEA student’s records and progress. Such access shall include unannounced monitoring visits. When making site visits, LEA shall initially report to CONTRACTOR’S site administrative office. CONTRACTOR shall be invited to participate in the review of each student’s progress.

If CONTRACTOR is also a LCI and/or NPS/RTC, CDE shall annually evaluate whether CONTRACTOR is in compliance with California Education Code section 56366.9 and California Health and Safety Code section 1501.1(b). LEA may also conduct its own onsite review of a NPS using the LEA’s Quality On-Site NPS Review Rubric.

The State Superintendent of Public Instruction (“Superintendent”) shall monitor CONTRACTOR’S facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standards-focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall

complete a self-review in year one; (2) the Superintendent shall conduct an onsite review in year two; and (3) the Superintendent shall conduct a follow-up visit in year three.

CONTRACTOR shall fully participate in any LEA and CDE compliance review, if applicable, to be conducted as aligned with the CDE Onsite Review and monitoring cycle in accordance with California Education Code section 56366.1(j). This review will address programmatic aspects of the nonpublic school/agency, compliance with relevant state and Federal regulations, and Master Contract compliance. If requested by LEA, CONTRACTOR shall complete and submit a Nonpublic School/Agency Self-Review Assessment submitted as specified by LEA. CONTRACTOR shall conduct any follow-up or corrective action procedures related to review findings.

CONTRACTOR understands that LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, a review of core compliance areas of health and safety; curriculum/instruction; related services; and contractual, legal, and procedural compliance.

When CONTRACTOR is a nonpublic school, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card in accordance with California Education Code Section 33126.

## **PERSONNEL**

### **45. CLEARANCE REQUIREMENTS**

CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1 and 35021.2 including, but not limited to: obtaining clearance from both the California Department of Justice ("CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for all of CONTRACTOR'S employees and volunteers who will have or likely may have any direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR'S employees and volunteers shall not come in contact with LEA students until both CDOJ and FBI clearance are ascertained. CONTRACTOR shall further certify in writing to LEA that none of its employees, volunteers (unless CONTRACT ensures that the volunteers will have no direct contact with students), or subcontractors who will have, or likely may have any direct contact with LEA students, have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237(i) or (j). Clearance certification shall be submitted to LEA. In addition, CONTRACTOR shall make a request for subsequent arrest service from the CDOJ as required by California Penal Code section 11105.2.

Notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon demand, shall make available to the LEA evidence of a successful criminal background check clearance and enrollment in subsequent arrest notification service, as provided, for each owner, operator, and employee of the nonpublic, nonsectarian school or agency. CONTRACTOR is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another state agency. Background clearances and proof of subsequent arrest notification service as required by California Penal Code section 11105.2 for all staff shall be provided to LEA upon request.

### **46. STAFF QUALIFICATIONS**

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services are qualified as defined in Paragraph 7(d) of this Master Contract, including but not limited to holding a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold to render the service consistent with California Education Code section 56366.1(n)(1) and are qualified pursuant to Title

34 of the Code of Federal Regulations sections 200.56 and 200.58 and Title 5 of the California Code of Regulations, sections 3001(r), 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

CONTRACTOR shall ensure that all staff are appropriately credentialed to provide instruction and/or services to students with the disabling conditions placed in their program/school through documentation provided to the CDE. (Cal. Code Regs., tit. 5, § 3064(a).)

When CONTRACTOR is a nonpublic school, an appropriately qualified person shall serve as curricular and instructional leader, and be able to provide leadership, oversight and professional development.

CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to Federal requirements and California Education Code sections 45340 *et seq.* and 45350 *et seq.* All paraprofessionals, including, but not limited to instructional aides and teacher assistants, employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or its recognized equivalent) and at least one of the following qualifications: (a) completed at least two (2) years of study at an institution of higher education; or (b) obtained an associate's (or higher) degree; or (c) met a rigorous standard of quality and can demonstrate, through a formal state or local assessment (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State and serving an LEA student shall be certified or licensed by that state to provide special education and related services and designated instruction and related services to pupils under the Federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 *et seq.*).

CONTRACTOR shall ensure that all staff are appropriately trained, consistent with the terms of this Master Contract. CONTRACTOR shall maintain records of all staff trainings, including levels of certification, and provide evidence of such training at least annually at the beginning of the school year, within six (6) days of completion of training of any new hire, and upon request.

#### **47. CALSTRS RETIREMENT REPORTING**

CONTRACTOR shall identify to the LEA any employee (or the CONTRACTOR, if the CONTRACTOR is an individual) expected to perform services under this Agreement who is then-receiving California State Teachers' Retirement System ("CalSTRS") benefits, and who may perform creditable service for the LEA as defined in Education Code 22119.5. Identification to the LEA shall include the individual's full legal name and STRS and social security identification numbers. Before any services by the individual are provided, the CONTRACTOR shall provide to the LEA a signed written confirmation from the individual that he/she is aware of the separation-from-service requirement and earnings limitations imposed by Education Code Sections 22714, 24114, 24116, 24214, 24214.5, and 24215. CONTRACTOR shall thereafter provide on a monthly basis to the LEA the actual amounts paid to the individual for services rendered under this Agreement, with the LEA responsible for reporting the individual's earnings to CalSTRS as required by law or regulation.

**48. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS**

CONTRACTOR shall submit to LEA a staff list, and copies of all current licenses, credentials, certifications, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR. CONTRACTOR shall ensure that all licenses, credentials, permits or other documents are on file at the office of the County Superintendent of Schools. CONTRACTOR shall provide LEA with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test clearance for all employees, approved subcontractors and/or volunteers prior to such individuals starting to work with any student.

CONTRACTOR shall monitor the status of licenses, credentials, certifications, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall notify LEA and CDE in writing within thirty (30) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. CONTRACTOR shall notify LEA within thirty (30) days if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, challenged pursuant to an administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. LEA shall not be obligated to pay for any services provided by a person whose such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the period during which such person is providing services under this Master Contract. Failure to notify LEA of changes in licenses, certifications or suspensions shall be good cause for termination of this Master Contract by LEA.

Failure to notify LEA and CDE of any changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and shall also suffice as good cause for the suspension or termination of this Master Contract by LEA.

**49. STAFF ABSENCE**

When CONTRACTOR is a nonpublic school and CONTRACTOR'S classroom teacher is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage on LEA substitute teacher log. Substitute teachers shall remain with their assigned class during all instructional time. LEA shall not be responsible for any payment for instruction and/or services when an appropriately credentialed substitute teacher is not provided.

When CONTRACTOR is a nonpublic agency and/or related services provider, and CONTRACTOR'S service provider is absent, CONTRACTOR shall provide a qualified (as defined in Paragraph 7 of this Master Contract and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR'S service providers. It is understood that the parent of a student shall not be deemed to be a qualified substitute for his/her student. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and an authorized LEA representative.

**50. STAFF PROFESSIONAL CONDUCT WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME**

It is understood that all employees, subcontractors, and volunteers of any certified nonpublic school or nonpublic agency shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code

of conduct for each profession as well as any LEA professional standards as specified in Board policies and/or regulations when made available to the CONTRACTOR.

For services provided on a public school campus, sign in/out procedures shall be followed by CONTRACTOR providers working in a public school classroom along with all other procedures for being on campus consistent with school and LEA policy. Such policies and procedures shall be made available to CONTRACTOR upon CONTRACTOR'S request. It is understood that the public school credentialed classroom teacher is responsible for the instructional program, and all nonpublic agency service providers shall work collaboratively with the classroom teacher, who shall remain in charge of the instructional program. Failure to comply with this and all LEA requirements in this regard shall be sufficient cause to terminate this Master Contract.

For services provided in a pupil's home as specified in the IEP, CONTRACTOR must ensure that at least one parent of the child or a LEA-approved responsible adult with written and signed authority to make decisions in an emergency is present during the provision of services. The names of any responsible adult other than the parent shall be provided to the LEA prior to the start of any home-based services, including written and signed authorization in emergency situations. The responsible adult cannot also be an employee associated with the NPS/NPA service provider. All problems and/or concerns reported to parents, both verbal and written shall also be provided to LEA. It is understood that unless otherwise agreed to by LEA, a public school credentialed teacher is responsible for the instructional program and all nonpublic agency related service providers shall work collaboratively with the teacher who shall remain in charge of supervising the instructional program.

## **HEALTH AND SAFETY MANDATES**

### **51. HEALTH AND SAFETY**

CONTRACTOR shall comply with all applicable Federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 *et seq.*, and 49406, and California Health and Safety Code section 121545 regarding the examination of CONTRACTOR'S employees and volunteers for tuberculosis. CONTRACTOR shall provide to LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with an LEA student.

CONTRACTOR shall comply with OSHA Bloodborne Pathogens Standards, Title 29 of the Code of Federal Regulations section 1910.1030 *et seq.* and Cal/OSHA's Bloodborne Pathogens Standards, Title 8 of the California Code of Regulations section 5193, when providing medical treatment or assistance to a student. CONTRACTOR further agrees to provide annual training for all employees regarding universal health care precautions and to post required notices in areas designated in the California Health and Safety Code.

### **52. FACILITIES AND FACILITIES MODIFICATIONS**

CONTRACTOR shall provide special education and/or related services to LEA students in facilities that comply with all applicable Federal, state, and local laws, regulations, and ordinances related, but not limited to disability access, fire, health, sanitation, and building standards and safety, fire warning systems, zoning permits and occupancy capacity. When CONTRACTOR is a nonpublic school, CONTRACTOR shall conduct fire drills as required by Title 5 of the California Code of Regulations section 550. During the duration of this Agreement, if CONTRACTOR is subject to fines, penalties and findings of non-compliance, CONTRACTOR shall assume any and all responsibilities for payment of such financial obligations. CONTRACTOR shall also be fully responsible for any structural changes and/or modifications to CONTRACTOR'S facilities as required to comply with applicable Federal, state, and local laws, regulations, and ordinances. Failure to notify LEA or CDE of any changes in, major modification or relocation of

facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by LEA.

In signing this Agreement, CONTRACTOR certifies that its facilities either comply with Federal and state and local laws regarding disability access, or possesses and has available upon demand, a self-evaluation and/or transition plan in accordance with said laws.

### **53. ADMINISTRATION OF MEDICATION**

CONTRACTOR shall comply with the requirements of California Education Code section 49423 when CONTRACTOR serves an LEA student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist an LEA student with the administration of such medication after the LEA student's parent(s) provide(s) to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the LEA student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each LEA student to whom medication is administered. Such written log shall specify an LEA student's name, the type of medication, the date, time, and amount of each administration, and the name of CONTRACTOR'S employee who administered the medication. CONTRACTOR maintains full responsibility for assuring appropriate staff training in the administration of such medication consistent with an LEA student's physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

In the event there is an LEA student who is on a prescription medication regimen, the CONTRACTOR is to: (a) first obtain a copy of the appropriate medication authorization form available from the LEA student's primary regional or site nurse; or (b) in the event the student does not take prescription medication during the school day, but would only take such medication while in the care, custody and control of the CONTRACTOR, prior to the commencement of services to the LEA student, CONTRACTOR is to obtain a signed copy of the appropriate medication authorization form from the District. Both the District and CONTRACTOR shall retain a copy of the Authorization.

### **54. INCIDENT/ACCIDENT REPORTING**

CONTRACTOR shall electronically submit, within 24 hours, any accident or incident report to LEA. CONTRACTOR shall properly submit accident or incident reports as required by the District.

### **55. CHILD ABUSE REPORTING**

CONTRACTOR hereby agrees to annually train all staff members, including volunteers, so that they are familiar with and agree to adhere to its own child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 *et seq.* and California Education Code section 44691. To protect the privacy rights of all parties involved (i.e. reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to LEA.

CONTRACTOR is to read and become familiar with the District's Mandated Child Abuse and Neglect Reporting Policies (BP 5141.4 and AR 5141.4.). In the event there is a suspicion of abuse conducted by anyone (students, staff, contractor or others) on or off campus, CONTRACTOR is to file the appropriate report to the Sacramento County Sheriff. CONTRACTOR is also to confidentially notify the Legal Compliance Department ("Legal Compliance") of the report. CONTRACTOR is to cooperate with any investigation conducted by the District in connection with such report.

**56. SEXUAL HARASSMENT**

CONTRACTOR shall have a Sexual and Gender Identity Harassment Policy that clearly describes the kinds of conduct that constitute sexual harassment and that is prohibited by the CONTRACTOR'S policy, as well as Federal and state law. The policy should include procedures to make complaints without fear of retaliation and procedures for prompt and objective investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures pursuant to California Government Code section 12950.1, including that each NPS/NPA with five or more employees must provide by January 1, 2022 at least 2 hours of training regarding sexual harassment to all supervisory employees and at least one hour of training to all nonsupervisory employees. All employees must complete sexual harassment training every two years. Any new supervisory employee must complete sexual harassment training within six (6) months of starting as a supervisory employee. The training shall include information and practical guidance regarding federal and state statutory provisions concerning the prohibition against, prevention of and correction of sexual harassment, and remedies available to victims of sexual harassment in employment as well as including practical examples to instruct supervisors in prevention of harassment, discrimination, and retaliation. The training should be presented by someone with training or expertise in prevention of harassment, discrimination, and retaliation.

**57. REPORTING OF MISSING CHILDREN**

CONTRACTOR assures LEA that all staff members, including volunteers and all independent contractor(s) and/or subcontractor(s) authorized pursuant to this Master Contract, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370 et. seq. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to LEA. The written statement shall be submitted as specified by LEA.

**FINANCIAL**

**58. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES**

CONTRACTOR shall ensure that the nonpublic school or nonpublic agency has the necessary financial resources to provide an appropriate education for the students enrolled and will distribute those resources in such a manner to implement the IEP and ISA for each and every student.

CONTRACTOR shall comply with all LEA procedures concerning enrollment, contracting, attendance reporting, service tracking and billing, including requirements of electronic billing, as specified by LEA Procedures. CONTRACTOR shall be paid for the provision of special education and/or related services specified in an LEA student's IEP and ISA which are provided on billable days of attendance. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and in compliance with LEA Procedures, and will be governed by all applicable Federal and state laws. If the CONTRACTOR is a nonpublic school, CONTRACTOR shall ensure that the nonpublic school's enrollment procedures include verification of immunizations (including adolescent pertussis booster vaccination (Tdap) for all students entering the seventh grade.

CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this Master Contract and for a period of five (5) years thereafter.

CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

CONTRACTOR shall submit invoices and related documents to LEA for payment for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and, in addition, on a LEA form with signatures in the manner prescribed by LEA. Contractor will submit invoices using the format provided by LEA. At the request of LEA, invoices may require the following information: Name of an LEA student for whom service was provided; the type of service provided; (if payment for assessment is approved by LEA pursuant to Section 36 of this Master Contract, the invoice must describe whether the assessment was prepared for an initial, annual, amended, or triennial IEP); month of service; specific dates (date, month, year and times) of services coordinated pursuant to LEA-approved calendar unless otherwise specified in the IEP or agreed to by LEA; name of staff who provided the service and that individual's licensing and credentials; approved cost of each invoice; total for each service and total for the monthly invoice; date invoice was mailed; signature of the nonpublic school/nonpublic agency administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification; verification that attendance report is attached as appropriate; indication of any made-up session consistent with this Master Contract; and verification that progress reports have been provided consistent with the ISA (consistent with IEP benchmark dates, unless otherwise specified on the ISA); and name or initials of each student for when the service was provided. In the event services were not provided, rationale for why the services were not provided shall be included.

Such an invoice is subject to all conditions of this Master Contract. At the discretion of LEA, an electronic invoice may be required provided such notice has been made in writing and training provided to the CONTRACTOR at no additional charge for such training.

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this Master Contract within forty-five (45) days of LEA's receipt of properly submitted hard copy of invoices prepared and submitted as specified in California Education Code Section 56366.5. CONTRACTOR shall correct deficiencies and submit re-billing invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA.

In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond December 31<sup>st</sup> after the close of the fiscal year. In no case shall any re-billing for the Master Contract fiscal year (July through June) extend beyond six (6) months after the close of the fiscal year unless approved by LEA to resolve billing issues including re-billing issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or re-billing error is the responsibility of LEA, then no limit is set provided that LEA and CONTRACTOR have communicated such concerns in writing during the twelve-month period following the close of the fiscal year. LEA will not pay mileage for NPA employee.

## **59. RIGHT TO WITHHOLD PAYMENT**

LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this Contract; (b) CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services from CONTRACTOR; (c) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (d) CONTRACTOR has failed to provide supporting documentation with an invoice as required by Education Code section 56366.5(a); (e) education and/or related services are provided to LEA students by personnel who are not appropriately credentialed, licensed,



trained, or otherwise qualified; (f) LEA has not received, prior to school closure or contract termination, all documents concerning one or more LEA students enrolled in CONTRACTOR'S educational program; (g) CONTRACTOR fails to confirm a student's change of residence to another district or confirms the change or residence to another district, but fails to notify LEA within five (5) days of such confirmation; (h) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to an LEA student; or (i) CONTRACTOR fails to provide the required liability/insurance documentation as outlined in Paragraph 15 of this Master Contract. It is understood that no payments shall be made for any invoices that are not received by six (6) months following the close of the prior fiscal year, for services provided in that year.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations. In addition, final payment may be withheld by LEA until completion of a review or audit, if deemed necessary by LEA. Such review or audit will be completed within ninety (90) days. The final payment may be adjusted to offset any previous payments to the CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

The amount which may be withheld by LEA with respect to each of the subparagraphs of the preceding paragraph are as follows: (a) the value of the service CONTRACTOR failed to perform; (b) the amount of overpayment; (c) the entire amount of the invoice for which satisfactory documentation has not been provided by CONTRACTOR; (d) the amount invoiced for services provided by the individual not appropriately credentialed, licensed, trained, or otherwise qualified; (e) the proportionate amount of the invoice related to the applicable pupil for the time period from the date the violation occurred and until the violation is cured; or (f) the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to an LEA student.

If LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding payment. Such notice shall specify the basis or bases for LEA's withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies. Upon receipt of CONTRACTOR'S written request showing good cause, LEA shall extend CONTRACTOR'S time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to LEA specifying the reason it believes payment should not be withheld. LEA shall respond to CONTRACTOR'S notice within thirty (30) business days by indicating that a warrant for the amount of payment will be made or stating the reason LEA believes payment should not be made. If LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after LEA's response to CONTRACTOR'S notice, CONTRACTOR may invoke the following escalation policy.

After forty-five (45) business days: CONTRACTOR may notify the Authorized LEA's Representative of the dispute in writing. LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

After sixty (60) business days: Disagreements between LEA and CONTRACTOR concerning the Master Contract may be appealed to the County Superintendent of Schools or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code Section 56366(c)(2).

**60. PAYMENT FROM OUTSIDE AGENCIES**

CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to LEA students. Upon request, CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to LEA students.

**61. PAYMENT FOR ABSENCES**

NONPUBLIC SCHOOL STAFF ABSENCE

Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage pursuant to LEA Procedures. Substitute teachers shall remain with their assigned class during all instructional time. LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher.

Whenever a related service provider is absent, CONTRACTOR shall provide a qualified (as defined in Paragraph 7 of this Master Contract and as determined by LEA) substitute. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided unless otherwise agreed in an LEA student's IEP.

NONPUBLIC SCHOOL STUDENT ABSENCE

If CONTRACTOR is a nonpublic school, LEA shall be notified if a student has been out of school for more than five (5) consecutive days. CONTRACTOR agrees to coordinate with LEA to determine whether the student absences are due to a health problem and whether any change to services or supports is needed at that time. (5 CCR §3051.17(c).)

If CONTRACTOR is a nonpublic school, no later than the tenth (10th) cumulative day of an LEA student's unexcused absence, CONTRACTOR shall notify LEA of such absence as specified in LEA Procedures.

Criteria for a billable day for payment purposes is one (1) day of attendance as defined in California Education Code sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days that a student's attendance does not qualify for Average Daily Attendance ("ADA") reimbursement under state law. *Per Diem* rates for students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was served. LEA shall not be responsible for payment of related services for days on which a student's attendance does not qualify for ADA reimbursement under state law, nor shall student be eligible for make-up services.

NONPUBLIC AGENCY STAFF ABSENCE

When CONTRACTOR is a nonpublic agency and CONTRACTOR'S service provider is absent, CONTRACTOR shall provide a qualified (as defined in Paragraph 7 of this Master Contract and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR'S service providers. LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA. In the event services were not provided, reasons for why the services were not provided shall be included.

### NONPUBLIC AGENCY STUDENT ABSENCE

If CONTRACTOR is a nonpublic agency, it shall notify LEA of the absence of an LEA student no later than the fifth (5th) consecutive service day of the student's absence. LEA shall not be responsible for the payment of services when a student is absent.

### **62. LEA AND/OR CONTRACTOR CLOSURE**

The following shall apply in the event of a LEA or CONTRACTOR closure due to an emergency, public health order, Executive Order, or other extraordinary conditions, including fire, flood, earthquake, war, or epidemic/pandemic, consistent with guidelines followed by LEAs under Education Code Section 41422:

- a. If CONTRACTOR remains open during any of the above-circumstances and serves students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether a sending LEA is open or closed.
- a. NPS School Closure - If the CONTRACTOR NPS is closed due to any of the above-circumstances and the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance due to school closure. If the LEA is unable to obtain an alternative placement, CONTRACTOR shall receive payment consistent with a signed ISA, as though the student were continuing in their regular attendance, until alternative placement can be found.
- b. LEA and NPS School Closure - If both CONTRACTOR and LEA are closed due to any of the above-circumstances, on days the LEA is funded, CONTRACTOR shall receive payment consistent with a signed ISA, until alternative placement can be found. If the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance due to school closure.
- c. In the event of CONTRACTOR closure due to an emergency, public health order, Executive Order, or other extraordinary conditions, including fire, flood, earthquake, war, or epidemic/pandemic, LEA reserves the right to withhold payment for services not rendered pursuant to an LEA student's ISA, consistent with Paragraph 59.

CONTRACTOR also agrees to, in the case of unexpected school closures, provide reasonable evidence that all appropriate NPS/NPA staff remain employed so as to continue providing instruction and academic related support to students via distance learning modalities (to include use of virtual platforms for students and teachers to interact). In this scenario the CONTRACTOR also will ensure students have reliable internet accessibility as well as the physical technology (i.e. Chromebooks, Ipads, hot-spots etc) required to access and participate. In this scenario the CONTRACTOR will provide a mutually agreeable attendance/service log tracking mechanism so as to ensure clear understanding of attendance, service delivery and related billing.

When a school closure contemplated by this paragraph is lifted, CONTRACTOR shall notify the LEAs it serves of any lost instructional minutes. CONTRACTOR and LEAs shall work collaboratively to determine the need, if any, for make-up days or service changes, and shall work together to amend IEP and ISA paperwork as appropriate.

### **63. INSPECTION AND AUDIT**

CONTRACTOR shall maintain and LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement. Access for inspection and audit may include unannounced inspections by LEA.

CONTRACTOR shall provide LEA access to all records, including but not limited to those documents identified in Paragraph 9 of this Master Contract. CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR'S offices (to be specified by LEA), at all reasonable times and without charge. Copies of all records shall be provided to LEA within five (5) working days of a written request from LEA. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to CONTRACTOR'S offices for purposes of interviewing CONTRACTOR'S employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to LEA, unless LEA agrees to the use of the electronic format.

CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to LEA upon request by LEA.

If an inspection, review, or audit by LEA, a state agency, a Federal agency, and/or an independent agency/firm determines that CONTRACTOR owes LEA monies as a result of CONTRACTOR'S over billing or failure to perform, in whole or in part, any of its obligations under this Master Contract, LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and LEA otherwise agree in writing, CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR'S over billing and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by LEA, a state agency, a Federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment.

#### **64. RATE SCHEDULE**

The attached Rate Schedules (Exhibits A and B) limit the number of LEA students that may be enrolled and the maximum dollar amount of the contract. They may also limit the maximum number of students that can be provided specific services. Per Diem rates for LEA students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as noted in California Education Code sections 46200-46208.

Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this Master Contract, shall be as stated in Exhibits A and B.

When CONTRACTOR is a nonpublic school associated with a Residential Treatment Center ("NPS/RTC"), Educationally Related Mental Health Services ("ERMHS") are provided in an integrated, intensive, educationally related therapeutic residential setting which includes social emotional/behavior support through individual counseling, group counseling, family consultation and support, as appropriate. It is a collaborative model which includes educational professionals and related service providers, where all supports and services are integrated in the NPS/RTC program. Costs for ERMHS are all inclusive and combined with the daily rate as ERMHS+RB ("ERMHS + Room and Board"). ERMHS plus Room and Board payments are based on positive attendance (payable for up to a maximum of 365 days) only, with up to a maximum of 10 days payment per student, per contract year, when a bed is unoccupied, for home visits of a therapeutic nature.

Any Nonpublic School ("NPS") or residential facility requesting a change in rate for any services provided during a subsequent Master Contract year must make a request in writing to the Sacramento County SELPA Directors, with a copy sent to LEA Director or designee, by January 15th of each calendar year. Increases will only be considered for approval for entities that have received a positive review on the Quality On-Site NPS Review Rubric.

**65. DEBARMENT CERTIFICATION**

By signing this agreement, CONTRACTOR certifies that:

- (a) CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and
- (b) Has/have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

The Parties hereto have executed this Master Contract by and through their duly authorized agents or representatives. This Master Contract is effective on the 1<sup>st</sup> day of July 2021 and terminates at 5:00 P.M. on June 30, 2022, unless sooner terminated as provided herein.

CONTRACTOR  
Global Teletherapy, LLC

LEA  
Sacramento City Unified School District

By: \_\_\_\_\_  
Alan Goode Date  
CEO

By: \_\_\_\_\_  
Rose Ramos Date  
Chief Business Officer

**Notices to CONTRACTOR shall be addressed to:**

Alan Goode, CEO  
Global Teletherapy, LLC  
27201 Puerta Real, Suite 300  
Mission Viejo, CA 92691

P: 443-743-3610 F: 443-836-2393  
Email: alan@globalteletherapy.com

**Notices to LEA shall be addressed to:**

Geovanni Linares, Director III, Special Education  
Sacramento City Unified School District  
5735 47<sup>th</sup> Avenue  
Sacramento, CA 95824

P: 916-643-9163 F: 916-643-9466  
Email: Geovanni-linares@scusd.edu



(11) Nursing Services  
Other

_____	_____
_____	_____
_____	_____

\*Parent transportation reimbursement rates are to be determined by LEA.  
\*\*By credentialed Special Education Teacher.

INDIVIDUAL SERVICES AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL SERVICES  
(Education Code Sections 56365 *et seq.*)

This agreement is effective on \_\_\_\_\_ or the date student begins attending a nonpublic school if after the date identified, and terminates at 5:00 P.M. on June 30, 2022, unless sooner terminated as provided in the Master Contract and by applicable law.

<b>Local Education Agency(LEA)</b>				<b>Nonpublic School</b>			
<b>Address</b>				<b>Address</b>			
<b>City, State Zip</b>				<b>City, State, Zip</b>			
<b>LEA Case Manager</b>				<b>Phone</b>		<b>Fax</b>	
				<b>e-Mail</b>			
<b>Student Last Name</b>		<b>Student First Name</b>		<b>Program Contact Name</b>			
<b>D.O.B.</b>		<b>I.D. #</b>		<b>Phone</b>		<b>Fax</b>	
<b>Grade</b>		<b>Level</b>		<b>Sex</b>		<b>( ) M ( ) F</b>	
<b>Parent/ Guardian Last Name</b>		<b>Parent/ Guardian First Name</b>		<b>Education Schedule – Regular School Year</b>			
				<b>Number of Days</b>		<b>Number of Weeks</b>	
<b>Address</b>		<b>City, State, Zip</b>		<b>Education Schedule – Extended School Year</b>			
				<b>Number of Days</b>		<b>Number of Weeks</b>	
<b>Home Phone</b>		<b>Business</b>		<b>Contract Begins</b>		<b>Ends</b>	
<b>Master Contract Approved by the Governing Board on</b>							

**DESIGNATED INSTRUCTION AND SERVICES / RELATED SERVICES:**

<u>SERVICES</u>	<u>PROVIDER</u>				Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	<u>LEA</u>	<u>NPS</u>	<u>NPA</u>	OTHER Specify			Reg School Year	ESY	
<b>A. BASIC EDUCATION</b>									
<b>B. RELATED SERVICES</b>									
1. Transportation a. Paid to NPS/A b. Reimburse parent									
2. Counseling a. Group b. Individual c. Family									
3. Adapted P.E.									
4. Speech/Language a. Group b. Individual									
5. Occupational Therapy a. Therapy b. Consultation									



B. RELATED SERVICES (cont'd)	Provider				Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER Specify			Reg School Year	ESY	
6. Physical Therapy a. Therapy b. Consultation									
7. ABA a. Consult b. Direct c. Supervision d. Assessment									
8. One-to-One Aide									
9. Other									
						<b>TOTAL COST</b>		<b>\$</b>	

**ESTIMATED MAXIMUM RELATED SERVICES COST \$** \_\_\_\_\_

SPECIALIZED EQUIPMENT/SUPPLIES \_\_\_\_\_ \$ \_\_\_\_\_

**TOTAL ESTIMATED MAXIMUM BASIC EDUCATION/ RELATED SERVICES COSTS/SPECIALIZED EQUIPMENT/SUPPLIES \$** \_\_\_\_\_

4. Other Provisions/Attachments: \_\_\_\_\_

5. Progress Reporting Requirements: \_\_\_\_\_ Quarterly \_\_\_\_\_ Monthly \_\_\_\_\_ Other (Specify \_\_\_\_\_)

MASTER CONTRACT APPROVED BY THE GOVERNING BOARD ON \_\_\_\_\_

The Parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

-LEA-

\_\_\_\_\_  
(Name of Nonpublic School)

\_\_\_\_\_  
(Name of LEA)

\_\_\_\_\_  
(Signature) (Date)

\_\_\_\_\_  
(Signature) (Date)

\_\_\_\_\_  
(Name and Title)

\_\_\_\_\_  
(Name of Superintendent or Authorized Designee)

**EXHIBIT B: RATES – NON-PUBLIC AGENCY ONLY – 2021-2022 CONTRACT YEAR**

**CONTRACTOR: Global Teletherapy, LLC**

**Hourly Services - Speech Therapy:**

- Language and Speech Therapy - Individual - Online will be billed at \$110 per hour.
- Language and Speech Therapy - Consultation Rate - Online will be billed at \$110 per hour.
- IEP meetings (when not being conducted as part of an evaluation) are billed at \$110 per hour.
- Evaluations (including IEP meeting) will be billed at **\$580** per Evaluation
- No shows or cancellations for evaluations with less than 24 hours notice are billed at \$95 flat fee.

**Hourly Services - Occupational Therapy:**

- Occupational Therapy - Individual - Online will be billed at \$110 per hour.
- Occupational Therapy - Consultation Rate - Online will be billed at \$110 per hour.
- IEP meetings (when not being conducted as part of an evaluation) are billed at \$110 per hour.
- Evaluations (including IEP meeting) will be billed at **\$580** per Evaluation
- No shows or cancellations for evaluations with less than 24 hours notice are billed at \$95 flat fee.

**Hourly Services - Mental Health Therapy:**

- Individual Counseling - Online will be billed at \$110 per hour.
- Parent Counseling - Online will be billed at \$110 per hour.
- IEP meetings (when not being conducted as part of an evaluation) are billed at \$110 per hour.
- No shows or cancellations for evaluations with less than 24 hours notice are billed at \$95 flat fee.

**Hourly Services - School Psychologists:**

- Evaluation (including IEP meeting) will be billed at **\$1,900** per Evaluation
- No shows or cancellations for evaluations with less than 24 hours notice are billed at \$95 flat fee.

**Hourly Services - Physical Therapy:**

- Physical Therapy - Individual - Online will be billed at \$110 per hour.
- Physical Therapy - Consultation Rate - Online will be billed at \$110 per hour.
- IEP meetings ( when not being conducted as part of an evaluation) are billed at \$110 per hour.
- Evaluations (including IEP meeting) will be billed at **\$580** per Evaluation
- No shows or cancellations for evaluations with less than 24 hours notice are billed at a flat rate of \$95

**Per Diem Services** to be provided by Contractor at \$2,995 per week per FTE (or full time equivalent) for 40 hours per week to students in California as directed by District and will be compensated regardless of caseload or absences. Working time will include direct therapy, evaluations, consultations, IEP meeting preparation and attendance,

collaboration with staff and parents, therapy preparation, daily documentation, scheduling and other related tasks.

**Per Diem Services** to be provided by Contractor at \$2,995 per week per FTE (or full time equivalent) for 40 hours per week to students in California as directed by District and will be compensated regardless of caseload or absences. Working time will include direct therapy, evaluations, consultations, IEP meeting preparation and attendance, collaboration with staff and parents, therapy preparation, daily documentation, scheduling and other related tasks.

**Per Diem Services** to be provided by Contractor at \$2,995 per week per FTE (or full time equivalent) for 40 hours per week to students in California as directed by District and will be compensated regardless of caseload or absences. Working time will include direct therapy, evaluations, consultations, IEP meeting preparation and attendance, collaboration with staff and parents, therapy preparation, daily documentation, scheduling and other related tasks. Additional per diem hours requested by Sacramento City Unified School District will increase weekly billing by \$75 per hour and can be agreed to via email.

**Per Diem Services** to be provided by Contractor at \$2,995 per week per FTE (or full time equivalent) for 40 hours per week to students in California as directed by District and will be compensated regardless of caseload or absences. Working time will include direct therapy, evaluations, consultations, IEP meeting preparation and attendance, collaboration with staff and parents, therapy preparation, daily documentation, scheduling and other related tasks.

**Per Diem SEL/Gen Ed Services** - will be provided by Contractor for \$2,760 per week.

**Per Diem Services** to be provided by Global Teletherapy School Psychologists at \$3650 per week per FTE (or full time equivalent) for 40 hours per week to students in California as directed by District and will be compensated regardless of caseload or absences. Working time will include testing, scoring, report writing, IEP/Eligibility meeting attendance, collaboration with staff and parents, scheduling and other related tasks.

Equipment.

Webcams	\$55.00 Each
Head sets	\$48.00 Each
OT Toolkits	\$55.00 Each

**INDIVIDUAL SERVICES AGREEMENT FOR NONPUBLIC AGENCY SERVICES** (Education Code Sections 56365 et seq.)

This agreement is effective on \_\_\_\_\_ or the date student begins receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2022, unless sooner terminated as provided in the Master Contract and by applicable law.

<b>SELPA INFORMATION</b>	
Special Education	Program Contact: Rebecca Bryant
Sacramento City Unified School District	Program Contact Phone: (916) 643-9174
5735 47 <sup>th</sup> Avenue	Program Contact Fax: (916) 399-2019
Sacramento, CA 95824	Program Contact E-mail: Beckybr@scusd.edu

<b>NPA INFORMATION</b>	
Nonpublic Agency:	Program Contact:
Address:	Program Contact Phone:
City/State/Zip	Program Contact Fax:
	Program Contact E-mail:

<b>STUDENT INFORMATION</b>			
Student Last:		Student First:	
DOB:	Grade:	Sex: ( ) F ( ) M	Student ID#:
Student Track:		Progress Reporting Requirements: (At least 4 per Section 36)	
# of Days Reg School Yr:	# of Days Ext School Yr:	( ) IEP Benchmark Dates ( ) Other: _____	
Parent/Guardian Last:		Parent/Guardian First:	
Parent/Guardian Phone #1: ( )-		Parent/Guardian Phone #2: ( )-	
School Site:		SpEd Case Manager:	
Address:		SpEd Case Manager Phone: (916)-	
City/Zip:		SpEd Case Manager Fax: (916)-	
School Site Phone: (916)-		SpEd Case Manager E-mail: @scusd.edu	

<b>CONTRACT INFORMATION</b>		
ISA Begins:	ISA Ends:	Master Contract Approved by Governing Board on:

<b>SERVICE INFORMATION</b>									
	Direct Therapy Sessions/Duration per IEP Year		Consultation Sessions/Duration per IEP Year		Other Services per IEP Year		TOTAL Duration	COST Per Hour	Estimated Max Total for ISA Period
	Reg School YR	ESY	Reg School YR	ESY	Reg School YR	ESY			
Language and Speech Therapy	sessions minutes	sessions minutes	sessions minutes	sessions minutes			hours		
Occupational Therapy	sessions minutes	sessions minutes	sessions minutes	sessions minutes			hours		
Physical Therapy	sessions minutes	sessions minutes	sessions minutes	sessions minutes			hours		

Behavior Intervention Services	sessions minutes	sessions minutes	sessions minutes	sessions minutes			hours		
Other:	sessions minutes	sessions minutes	sessions minutes	sessions minutes			hours		

The Parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

-LEA-

\_\_\_\_\_

(Name of Nonpublic Agency)

\_\_\_\_\_

(Name of LEA)

\_\_\_\_\_

(Signature)

(Date)

\_\_\_\_\_

(Signature)

(Date)

\_\_\_\_\_

(Name and Title)

\_\_\_\_\_

(Name of Superintendent or Authorized Designee)

# CONTRACT PROPOSAL

## Sacramento City Unified School

**District** Athletic Training Services Proposal

Prepared For :

**Sacramento City Unified School District**

5735 47th Avenue

Sacramento, California 95824

P: 916-752-3357 E: Rose-f-ramos@scusd.edu



**Create Date : July 26, 2021**

**Valid Date : June 15, 2021**

### Privacy Policy

This proposal has been made exclusively for the organization named within these pages. It is not to be shared or distributed with any person(s) or entity outside of the organization and ATvantage LLC.

**ATVANTAGE IS THE PREMIER PROVIDER OF CONTRACT ATHLETIC TRAINERS  
PROVIDING OPPORTUNE ATs™**

## WHAT'S INCLUDED IN THE CONTRACT?

Details of doing business with us

**CERTIFIED**  
Graduated from an accredited university

**VALIDATED**  
Certified by the Board of Certification

**PRESCREENED**  
Verified work history & background checks

**INSURED**  
AT & ATVantage both insured

### DETAILS TO SET US APART

## SUB

If your AT is unavailable, we will work to provide a sub. This is also the case if the AT vacates the position.

## HRS

ATs are updated on hours usage semi-regularly. ADs will be updated seasonally. Both are encouraged to discuss usage openly.

## ROI

We work with an outside analyzer to determine Return on Investment for Clients based on injury report data collected by ATs.

### QUALITY CONTROL

**Emergency Action Plans**  
We provide a template EAP for the AT to complete within 2 weeks of starting

**Satisfaction Survey**  
You will receive a survey within the first 4 weeks of a new AT to ensure they are a good fit.

87%

87% AT retention, from year to year

**ABOUT US**

**SCHOOL DISTRICTS: CURRENTLY SERVING 29 HIGH SCHOOLS IN 11 DISTRICTS**



**YOUTH SPORT ORGANIZATIONS: STAFFING HUNDREDS OF YOUTH EVENTS YEARLY**



**COLLEGE/ UNIVERSITIES: CURRENTLY STAFFING 8-11 SITES FOR SUB OR CLUB SPORT NEEDS**

**OUR CLIENTS**





“ *ATvantage's goal is to foster lasting relationships by having both the client's and athletic trainer's best interests in mind.* ”

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**Mr. Rod Edmiston** - District Athletic Director, Elk Grove USD

P: 916.793.2674  
E: dedmisto@egusd.net  
A: 9510 Elk Grove Florin Rd. Elk Grove, CA 95624

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**Mr. Chris Schiermeyer** - Assistant Superintendent, San Lorenzo Valley USD

P: 831.336.9672  
E: cschiermeyer@slvusd.org  
A: 7105 Hwy 9, Felton, CA 95018

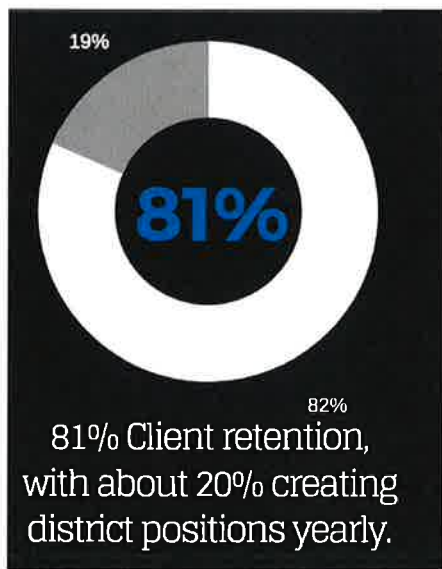
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**Ms. Kelly McAmis** - Assistant Superintendent, Garden Grove USD

P: 714.663.6222  
E: kmcamis@ggusd.us  
A: 10331 Stanford Ave. Garden Grove, CA 92840

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**FEATURED REFERENCES**



Sacramento City Unified School District	Rate	Hours	Subtotal
<input checked="" type="checkbox"/> <b>1Year Contract Option</b> - 1 AT, avg of 17 hrs/week for 40 weeks 6 high schools with 700 hours each	\$57	4,200	\$239,400
<input type="checkbox"/> <b>3 Year Contract Option</b> - Year 1 & 2 - 700 hours at each site (avg 15 hrs/ week) - Year 3 - 780 hours at each site (avg 18-20 hours/week) * no rate increase for duration of this specific contract	\$53	4200	\$222,600
<input type="checkbox"/> <b>Cost for Year 3</b> * no rate increase for duration of this specific contract	\$53	4,680	\$248,040
<b>Total</b>			<b>\$239,400</b>

## PROPOSAL DETAILS

All estimates are written with the Client's requests in mind, however, may include additional hours in an attempt to reach a round number or minimum purchase agreement. All estimates are "up to" amounts, with the client only being charged for hours used, not necessarily those estimated in the agreement.

ATvantage attempts to include all necessary hours in a single proposal to be more efficient and decrease workload on both parties in avoidance of re-writing for an additional hours. Client should attempt to include as many dates/ events as possible in the single proposal, potentially estimating higher, knowing all the hours may not be used.

ATvantage requests at least 2 weeks notice of all events or coverage needs. If this proposal is being agreed upon within a two week window, the possibility of securing coverage is reduced, unless otherwise stated.

**EXECUTIVE SUMMARY**



## ATVANTAGE AGREEMENT

This ATVantage Agreement (the "Agreement") is made on July 26, 2021 (the "Effective Date") by and between Sacramento City Unified School District (the "Principal"), and ATVantage LLC, a limited liability company (the "Agent" or "ATvantage") (each a "Party" and collectively the "Parties").

### RECITALS

**WHEREAS**, the Principal is engaged in the business of public school district; and is authorized pursuant to Education Code section 35160 and Government Code section 53060 to contract for professional services; and

**WHEREAS**, the Principal wishes to appoint the Agent as its agent who is uniquely qualified and experienced to furnish independently contracted certified athletic trainers (each an "Athletic Trainer" or "AT"); and

**WHEREAS**, the Agent agrees to accept such appointment on the terms and conditions set forth in this Agreement.

**NOW, THEREFORE**, in consideration of the premises and the mutual agreements and representations contained in this Agreement, the Parties hereby agree as follows:

#### 1. PURPOSE; APPOINTMENT.

The Principal hereby appoints the Agent as its agent for the purpose of assigning of an independent contractor certified athletic trainer for the Principal. Responsibilities as they may relate to sports medicine practices, specifically the prevention, evaluation, intervention, and/ or treatment of athletic injuries hereto (the "Duties") in such a manner as the Principal may hereafter instruct. The Agent hereby accepts the appointment and agrees to perform the Duties and act as the Principal's agent in accordance with the terms and conditions of this Agreement.

#### 2. TERM.

This Agreement shall become effective as of July 26, 2021 and, unless otherwise terminated in accordance with the provisions of Section 10 of this Agreement, shall be for one year.

As used in this Agreement, the word "Term" shall mean the full term of the Agreement, as it may be extended pursuant to this Section 2 or otherwise.

#### 3. RESPONSIBILITIES; SCOPE OF AUTHORITY.

The Agent shall not represent itself as having any powers except those specified in this Agreement. Without limiting the foregoing, the Agent shall not have authority to provide contract services for any personnel outside of certified athletic trainers contracted with Agent; or otherwise obligate the Principal in any way except as stated in this Agreement or otherwise specifically authorized in writing by the Principal.

#### **4. TERRITORY.**

The Territory of the Agent shall not be limited.

#### **5. COMPENSATION.**

The total value for the Services pursuant to this contract shall not exceed \$239,400.00 unless otherwise agreed to by both parties. Invoices each month shall be broken into even installments based on the total contract amount divided by contract length. First payment to be invoiced July 1, 2021. Payment is due within 30 days after invoice is sent.

#### **6. TAXES.**

(a) Agent is solely responsible for its own taxes. The Agent acknowledges that the Agent is not the Principal's employee and that the Agent is solely responsible for reporting and paying any tax or other cost assessed on the basis of the Principal's payment of compensation to the Agent under this Agreement.

(b) Principal will not withhold taxes. The Agent acknowledges and agrees that the Principal will not withhold any amount of compensation for the Agent's taxes, including but not limited to income tax, social security and Medicare tax, workers' compensation taxes or costs, unemployment compensation taxes or costs, or any other tax, cost, fee, or charge related to the Agent's compensation for services under this Agreement.

#### **7. EXPENSES.**

Each Party shall be responsible for all of its own individual expenses incurred while performing services under this Agreement, unless otherwise stated.

#### **8. RECORDS.**

During the Term and for a period of three (3) years thereafter, the Agent shall maintain complete and accurate books and records with respect to the performance of its Duties hereunder, which books and records shall include (but not be limited to) copies of orders and confirmations thereof, invoices, invoice approvals, supporting documentation, shipping and payment records, and injury report documentation. The Principal shall have the right to inspect and/or obtain copies of the Agent's books and records with respect to the Agent's Duties or the performance thereof under this Agreement upon reasonable prior written notice to Agent.

#### **9. DISCLOSURE OF STUDENT INFORMATION**

1. The Parties understand and agree that, in order for the Agent to effectively provide the Duties as described herein, the Agent may have access to and/or generate information that may be considered confidential student information, subject to the protections of the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. §1232g, 34 Code of Federal Regulations Part 99, and California Education Code sections 49060-49085.
2. Whereas parental consent is generally required in order for a school district to disclose confidential student information, an exception exists wherein a school district may disclose confidential student information to a contractor or consultant, such as the Agent, with a legitimate educational interest who has a formal written agreement or contract with the school district regarding the provision of outsourced institutional services or functions by the contractor or consultant. (Ed. Code, § 49076, subd. (a)(2)(G)(i).)
3. The Agent will be furnishing qualified personnel to provide athletic training services that would otherwise be performed by employees of the Principal, and is thus considered a "school official" for purposes of 34 CFR §99.31(a)(1)(i) and Education Code section 49076, subdivision (a)(2)(G)(i).
4. The Agent and/or its employees/ and or independent contractors shall not disclose personally identifiable student information to any other party without the consent of the parent or adult student.
5. The Agent and/or its employees/ and or independent contractors shall not use student information for any other purpose than the scope of work described herein.
6. The Agent shall permit the Principal access to any relevant records for purposes of completing authorized audits.
7. The Agent is a covered entity for purposes of the Health Insurance Portability and Accountability Act ("HIPAA") and subject to 45 C.F.R. Parts 160 and 164 (the HIPAA Privacy Regulation"). Agent shall direct Students, and Instructors providing supervision at the Agent as part of the Program, to comply with the policies and procedures of the Agent, including those governing the use and disclosure of individually identifiable health information under federal law, specifically the HIPAA Privacy Regulation. Solely for the purposes of defining the Students' and Instructors' role in relation to the use and disclosure of Agent's protected health information, the Students and Instructors are defined as members of the Agent's workforce, as that term is defined by 45 C.F.R. 160.103, when engaged in activities pursuant to this Agreement. However, the Students and Instructors are not and shall not be considered to be employees of the Agent. The Principal will never access or request to access any Protected Health Information held or collected by or on behalf of the Agent by a Student or Instructor who is acting as part of the Facilities workforce.

The Agent must maintain general liability, professional liability, errors and omissions insurance or bonds in amounts of \$1 million/ incident, \$3 million aggregate. The Agent must provide the Principal with proof of insurance on the Principal's request and must immediately notify the Principal in writing if the Agent's insurance terminates, is cancelled, suspended, or changes materially, including but not limited to a change in the amount of insurance.

The Principal must maintain general liability, professional liability, errors and omissions insurance or bonds in amounts of \$1 million/ incident, \$3 million in the aggregate. The Principal must provide the Agent with proof of insurance on the Agent's request and must immediately notify the Agent in writing if the Principal's insurance terminates, is cancelled, suspended, or changes materially, including but not limited to a change in the amount of insurance.

The independent contractor athletic trainer will perform Live Scan fingerprinting and/ or TB testing prior to reporting to the contract site and results will be transmitted to the district, if required, at the sole expense of the Principal.

### **FINGERPRINTING REQUIREMENTS**

Agent agrees that any individual it assigns to provide services directly to, or have any contact with, pupil(s) of the Principal, shall be subject to the fingerprinting/background and TB requirements set forth in the California Education Code. Any individual that Agent assigns to provide services directly to, or have any contact with, pupil(s) of the Principal shall have undergone the background check required in §45125(b)&(c), including response by DOJ, before any service or contact with pupil(s) of the Principal is allowed. Failure to adhere to the terms of this provision is grounds for termination of the Agreement.

Pursuant to Education Code §45125.1, any individuals that come into contact with students of the Principal must undergo a criminal background investigation by the Principal. The agency will be notified upon clearance. Upon receipt of a subsequent arrest notification from DOJ, Principal shall within 48 hours notify Agent of such a subsequent arrest notification. If an individual is disqualified from working for Principal pursuant to requirements of the California Education Code, Agent agrees to provide a replacement within 15 days.

Agent further agrees and certifies that any individual providing services directly to any pupil(s) of the Principal whether qualifying as a Mandated Reporter as defined by California Penal Code §11165.7(a), or not, shall be provided annual training on child abuse and mandated reporting of child abuse or neglect utilizing an evidence based

training method which includes training on how to recognize conduct of adults which may trigger reasonable suspicion of abuse of children, i.e., "red-flag" or "grooming" behaviors.

### **11. TERMINATION.**

This Agreement may be terminated:

- By either Party on provision of thirty (30) days written notice to the other Party, with or without cause.

- By either Party for a material breach of any provision of this Agreement by the other Party, if the other Party's material breach is not cured within thirty (30) days of receipt of written notice thereof.
- By the Principal at any time and without prior notice, if the Agent is convicted of any crime or offense, fails or refuses to comply with the written policies or reasonable directives of the Principal, or is guilty of serious misconduct in connection with performance under this Agreement.
- By the Agent at any time and without prior notice, if the Principal (or the Principal's representatives) is/are convicted of any crime or offense, fails or refuses to comply with any applicable laws, rules, regulations or policies, or is guilty of serious misconduct in connection with performance under this Agreement.

Following the notice of termination of this Agreement for any reason, the Principal shall promptly pay the Agent according to the terms for its performance of Duties before the effective date of the termination.

## **12. AMENDMENTS.**

This Agreement may be amended only with the unanimous written consent of both Parties.

## **13. PARTIES' REPRESENTATIONS AND WARRANTIES.**

The Parties hereby represent and warrant that:

1. Authority. Each Party is a legally existing entity with the authority to enter into this Agreement.
2. Compliance with Law. Each Party warrants that it has complied and will comply fully with all applicable laws, regulations, statutes, and ordinances and all applicable guidelines set by the Principal.

## **14. INDEMNIFICATION.**

Each Party will indemnify, hold harmless, and defend the other Party from and against any and all claims, litigations, losses, liabilities, costs, and other expenses incurred as a result of a material breach of the terms of this Agreement, or any act, error, or omission of the other Party.

## **15. USE OF TRADEMARKS.**

Each Party grants the other Party a non-exclusive, limited license to use each other's name and logo with respect to promotion of the business relationship between the Parties. For example, Agent may use Principal's name and logo in its promotional material that it may present to other clients or potential clients, and Principal may use Agent's name and logo in any of its own material that it presents to parents, other students/participants.



The Parties recognize the right, title, and interest in and to all service marks, trademarks, and trade names used by the Parties and agrees not to engage in any activities or commit any acts, directly or indirectly, that may contest, dispute, or otherwise impair the Parties right, title, and interest therein, nor shall the Parties cause diminishment of the value of said trademarks or trade names through any act or representation. The Parties shall not apply for, acquire, or claim any right, title, or interest in or to any such service marks, trademarks, or trade names, or others that may be confusingly similar to any of them, through advertising or otherwise.

#### **16. RELATIONSHIP OF PARTIES.**

The Agent is an independent contractor and is not an employee or partner of the Principal.

#### **17. ASSIGNMENT.**

Neither Party may assign this Agreement or any interest herein without the other Party's express prior written consent.

#### **18. SUCCESSORS AND ASSIGNS.**

All references in this Agreement to the Parties shall be deemed to include, as applicable, a reference to their respective successors and assigns. The provisions of this Agreement shall be binding on and shall inure to the benefit of the successors and assigns of the Parties.

#### **19. NO IMPLIED WAIVER.**

The failure of either Party to insist on strict performance of any covenant or obligation under this Agreement, regardless of the length of time for which such failure continues, shall not be a waiver of such Party's right to demand strict compliance in the future. No consent or waiver, express or implied, to or of any breach or default in the performance of any obligation shall constitute a consent or waiver to or of any other breach or default in the performance of the same or any other obligation.

#### **20. NOTICE.**

Any notice or other communication provided for herein or given hereunder to a Party hereto shall be in writing and shall be given in person, by overnight courier, or by mail (registered or certified mail, postage prepaid, return receipt requested) to the respective Party as follows:



**If to the Principal:**

Sacramento City Unified School District

5735 47th Avenue

Sacramento, California 95824

**If to the Agent:**

ATvantage Athletic Training

500 N Estrella Parkway St. B2 #475

Goodyear, AZ 85338

**21. GOVERNING LAW; VENUE; ATTORNEY'S FEES.**

This Agreement shall be governed by the laws of the state of California, without regard to its conflicts of law provisions. In the event that litigation results from or arises out of this Agreement or the performance thereof, the Parties agree to reimburse the prevailing Party's reasonable attorneys' fees, court costs, and all other expenses, whether or not taxable by the court as costs, in addition to any other relief to which the prevailing Party may be entitled. Venue for any cause of action arising will be in Sacramento, California.

If a dispute rises between or among the Parties regarding any covenant or obligation under this Agreement, the Parties shall first proceed in good faith to submit the matter to mediation. Costs related to mediation shall be mutually shared between or among the Parties. Unless otherwise agreed in mediation, the Parties retain their rights to proceed to litigation.

**22. COUNTERPARTS/ELECTRONIC SIGNATURES.**

This Agreement may be executed in one or more counterparts, each of which shall be deemed an original but all of which shall constitute one and the same instrument. For purposes of this Agreement, use of a facsimile, e-mail, or other electronic medium shall have the same force and effect as an original signature.

**23. SEVERABILITY.**

If any provision of this Agreement is held to be invalid or unenforceable for any reason, (i) the invalid or unenforceable provision or term shall be replaced by a term or provision that is valid and enforceable and that comes closest to expressing the intention of such invalid or unenforceable term or provision and (ii) the remaining terms and provisions hereof shall be unimpaired and shall remain in full force and effect.

**24. ENTIRE AGREEMENT.**

This Agreement constitutes the entire understanding between the Parties concerning its subject matter and supersedes all prior discussions, agreements, and representations, whether oral or written, and whether or not executed by either Party. No modification, amendment, or other change may be made to this Agreement unless reduced to writing and executed by authorized representatives of both Parties.

**25. HEADINGS.**

The headings of sections in this Agreement are provided for convenience of reference only and are not intended to be a part of or affect the meaning or interpretation of this Agreement or any section.

**24. ENTIRE AGREEMENT.**

This Agreement constitutes the entire understanding between the Parties concerning its subject matter and supersedes all prior discussions, agreements, and representations, whether oral or written, and whether or not executed by either Party. No modification, amendment, or other change may be made to this Agreement unless reduced to writing and executed by authorized representatives of both Parties.

**25. HEADINGS.**

The headings of sections in this Agreement are provided for convenience of reference only and are not intended to be a part of or affect the meaning or interpretation of this Agreement or any section.

IN WITNESS WHEREOF, the Parties have executed this Agreement as of the date first above written.

PRINCIPAL	AGENT
Sacramento City Unified School District	ATvantage, LLC
 <small>2021-07-26 16:25:07 (MST)</small>	 <small>2021-07-26 10:50:49 (PST)</small>
Name: Rose Ramos	Name: Alisha M. Pennington
Title: Chief Business Officer	Title: Owner/Operator
Date: July 26, 2021	Date: July 26, 2021

## Exhibit A

### Duties & Specifications

#### Scope of Work

ATvantage sources, interviews, places, and maintains the status of the athletic trainer throughout the length of the contract. We work alongside each individual site to understand their unique needs & desires for an athletic trainer, while educating them on necessary understandings in anticipation for their new staff member.

Athletic Trainer are defined by the National Athletic Trainers' Association as "highly qualified, multi-skilled health care professionals who collaborate with physicians to provide preventative services, emergency care, clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions. Athletic trainers work under the direction of a physician as prescribed by state licensure statutes." Any athletic trainer staffed by ATvantage will work within their scope of practice, as deemed by the Board of Certification, their level of professional training, and the state practice act, where applicable.

#### Agent Responsibilities:

1. ATvantage will conduct a DOJ 7 year background check on all contracted athletic trainers prior to being scheduled for coverage. Livescan and/or TB testing can be accommodated, when requested, and will be the sole expense of the Principal.
2. ATvantage requires that all contracted athletic trainers have active professional liability (E&O) insurance as well as certifications for CPR, AED, and First Aid.
3. ATvantage requires that all contracted athletic trainers are certified and in good standing with the Board of Certification (if applicable).
4. ATvantage carries professional liability insurance for contracted athletic trainers and company for entire duration of contract.
5. ATvantage reasonably endeavors to provide a single athletic trainer at each site contracted, unless otherwise stated. In the event an athletic trainer becomes unavailable, for whatever reason, ATvantage will work to provide a substitute and/or alternative permanent replacement as quickly as possible.
  1. ATvantage will provide up to 3 candidates for the Principal to interview at their individual sites. We anticipate prompt feedback, which will be used in the selection of the athletic trainer to be placed at that site.
  2. Unless otherwise stated, ATvantage will endeavor to keep the current athletic trainer at their respective site year after year within a contract with the Principal.
6. ATvantage will provide the Principal with a copy of an Emergency Action Plan within 4 weeks of placement of the athletic trainer, at the Principal's written request.

7. ATVantage will provide monthly hours usage updates to Athletic Trainers and seasonal (every 3-4 months) updates on hours usage to the Principal or designated site personnel. Hours usage can be requested at any time in between those increments.
8. For newly established positions or athletic trainers:
  1. Send satisfaction [surveys](#) around 4, 8, and 12 week mark, seeking feedback and understanding from the site on their satisfaction with the placement of their athletic trainer.
  2. Arrange for a mid-year site visit on campus to meet with administration of the site and the athletic trainer to understand how things are going.
9. ATVantage will send an end of the year [survey](#) to all sites in the hopes of collecting information regarding how things went for the year and how they could be improved moving forward.
10. ATVantage currently utilizes [InjureFree](#), an electronic injury documentation and management software. The software is HIPAA and FERPA compliant and fully customized to ATVantage's needs. ATVantage may use any injury documentation and management software, so long as it complies with HIPAA and FERPA.
  1. Included features are: unlimited injury reports, single authorized user (athletic trainer), ability to send custom & confidential injury reports. Advanced features can include: return to play/ learn clearance, increased visibility to other users (coaches, admin, parents, physicians, etc) and custom forms. These features can be purchased through an exclusive offering from InjureFree to ATVantage customers, but are not included in the contract.
  2. InjureFree does not collect contact information for any students/ participants. Only first & last name is required, the primary purpose is for management of injury report documentation.
  3. As a result of this partnership, all contracts require 1 hour/ week to be allocated towards injury documentation within the software for decreased liability & ability to gauge "return on investment" at the end of contracts.

#### **Athletic Trainer Responsibilities:**

1. Athletic Trainer will be responsible for own transportation to and from site, unless otherwise noted or requested by the Principal.
2. Athletic Trainer will be available during all hours as outlined in this proposal.
3. Athletic Trainer will provide care for all athletes equally.
4. Athletic Trainer will work within their scope of practice, professional level of training, and/ or state practice acts, where applicable.
5. Athletic Trainer will work directly with the designated site personnel (Athletic Director) to set up daily, weekly, monthly and/or seasonal schedule. It is the responsibility of both the designated site personnel and the Athletic Trainer to schedule out their hours appropriately.
6. Reasonable additional duties, as deemed necessary by the Principal, especially as they relate to responses on [Checklist](#) -

### Principal Responsibilities:

1. Ensure that Consent to Treat is signed and received from all parents/ guardians of minors for the athletic trainer to administer ongoing care.
2. If participants are minors, proof of Consent to Treat must be provided to ATVantage prior to scheduling of services. ATVantage reserves the right to review and request further information if the form provided does not meet HIPAA, FERPA, or legal language standards.
3. Facilitate communication between ATVantage and designated personnel at each individual site, including but not limited to Athletic Director name & contact information as well as an administrator (principal or VP) with name and contact information.
  1. In the event these designated personnel cannot be reached, especially as it may pertain to summertime in anticipation of the placement of the Athletic Trainer, the District or Principal will be notified. If continued lack of communication occurs, ATVantage will move on to the placement of that athletic trainer at an alternative site until communication can be established.
  2. Principal should respond to correspondence from ATVantage in a timely manner (within 72 hours), especially as it pertains to the placement of an athletic trainer, the acquisition of supplies or equipment, and any conflict resolution concerns.
4. Provide support of ATVantage contracted athletic trainers and staff with a healthy work environment. Including but not limited to:
  1. Acknowledgment of the athletic trainer as an allied healthcare professional. Does not bully, intimidate, or threaten the athletic trainer especially as it may relate to their healthcare practices or decision making regarding injuries and/or concussion.
  2. A permanent designated workspace or location for the athletic trainer that is protected from the elements (ideally indoor), where all athletes (both genders) can access them, space for taping, evaluation, or rehabilitation and that has a locking door for both supplies within a cabinet and/or the primary access door. Athletic Trainer should be provided keys to this space and access to the room should be limited to designated personnel only.
    1. Though not required, this space would also have access to running water (for washing hands in between patient visits), cooled and/or heated air for care of illness, and close proximity to an ice machine.
    2. Space should have access to internet for the athletic trainer to utilize for record keeping and injury documentation. The Principal may provide access to a computer within this space, at their convenience.
    3. Overall condition of the space should be considered in relation to its use as a healthcare facility, meeting the requirements of OSHA standards, ADA requirements, sanitation, and general facility management. (Athletic Training professional recommendations on facility management can be found [here](#).)

3. Protection of their professional opinion, especially in how it may relate to communication with coaches or parents. The Athletic Director may be called upon to act as a mediator between coaches or parents in relation to healthcare decisions on behalf of the Athletic Trainer.
4. Ongoing communication with the athletic trainer, especially as it pertains to the creation or editing of a schedule, the acquisition of supplies or equipment, injury reports & updates, or other pertinent information.
5. Establish a supply budget of \$2,000-\$3,000 per site for necessary items and materials to be purchased for the Athletic Trainer to work effectively.
  1. Identifying the budget and necessary items alongside the Athletic Trainer within 4 weeks of their placement. Athletic Trainer and ATvantage can provide recommendations on supplies needed and purchasing options, as needed. Purchases should be made as soon as possible, especially in the event that a site doesn't already have supplies or the Athletic Trainer is going without.
    1. Every effort will be made to work alongside the Principal to establish a budget that allows for necessary supplies while respecting the monies allotted. In the event an Athletic Trainer or ATvantage has not been notified of the supplies budget or intention to purchase supplies, communication to the Principal or district will be made. If no response is received, supplies will be purchased by ATvantage and the Principal will have that amount deducted from their total contract in hours.
  2. Supplies to include but are not limited to PPE, a medical kit, first aid materials, emergency supplies such as splints, slings, or ACE bandages, and rehabilitation equipment, as needed.
  3. All sites must have a functioning ice machine, accessible to the athletic trainer daily.

**Accounting and/or Purchasing Contact Info:**

Is PO required to render services?

If Yes, complete purchasing contact info.

By signing below, the Parties agree to comply with all of the requirements contained in this Exhibit A.

Dated: July 26, 2021

By signing below, the Parties agree to comply with all of the requirements contained in this Exhibit A.

Dated: July 26, 2021

**PRINCIPAL**

**AGENT**

Sacramento City Unified School District

ATvantage LLC

  
2021-07-26 16:25:07 (MST)

  
2021-07-26 18:59:49 (MST)

Name: RoseRamos

Name: Alisha M. Pennington

Title: Chief Business Officer

Title: Owner



## **DISTRICT STAFFING AGREEMENT**

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This Agreement (the "Agreement") entered into this 13th day of August, 2021 ("Effective Date"), is by and between RO HEALTH, INC. ("RO HEALTH"), a Delaware corporation with its corporate office located at 1900 Nickerson Street West Suite 200, Seattle, WA 98119, and Sacramento City Unified School District (hereinafter referred to as "DISTRICT") located at 5735 47th AVE. Sacramento, CA 95824.

**WHEREAS**, RO HEALTH operates a medical staffing agency and employs personnel to provide services to DISTRICT.

**WHEREAS**, DISTRICT operates a school district and desires that RO HEALTH shall supply contract personnel to DISTRICT.

**NOW THEREFORE**, in consideration of the mutual promises and covenants between RO HEALTH and DISTRICT, (jointly hereinafter referred to as "Party/Parties"), the Parties hereby agree:

### **1. TERM.**

The term of this Agreement will commence on the date of the last signature and will continue for one (1) year unless terminated prior thereto in accordance with the terms of this Agreement. If neither Party terminates pursuant to the terms herein, this Agreement shall be automatically renewed for increment of additional one (1) year periods and shall not require a writing by either Party hereto in order to extend the term hereof.

### **2. TERMINATION.**

Either Party may terminate this Agreement, at any time, by providing thirty (30) days advance written notice. Said termination will not affect the rights or responsibilities subsequent to transactions occurring prior to the effective date of termination.

### **3. PERSONNEL.**

RO HEALTH shall provide DISTRICT with personnel that comply with all pertinent terms and conditions of licensure and credentials including, but not limited to, the following list:

- 3.1** Proof of current licensure, registration and or certification (if applicable).
- 3.2** Written or verbal verification of two (2) references.
- 3.3** Written verification of worker's unrestricted credential (if applicable).



**3.4** Written verification of current cardiopulmonary resuscitation (CPR) certification, unless written documentation from DISTRICT is provided removing this requirement for specific positions.

**3.5** Possess proof of an annual tuberculosis test or chest X-ray.

**3.6** Possess proof of the following required vaccinations. As required by DISTRICT and State (of California) Public Health Order of August 11, 2021, all individuals serving in school settings must verify vaccine status. Individuals who are not fully vaccinated, or for whom vaccine status is unknown or documentation is not provided, are required to undergo diagnostic screening testing at least once weekly. RO HEALTH agrees that any employee/PERSONNEL it provides to DISTRICT shall be subject to the vaccination requirements set forth by the California Department of Public Health. Upon RO HEALTH's receipt of vaccination documents, DISTRICT will be notified. For individuals who are not fully vaccinated, or for whom vaccine status is unknown or documentation is not provided, RO HEALTH agrees such individuals must undergo diagnostic screening testing at least once weekly and RO HEALTH shall provide evidence of same to DISTRICT on a weekly basis or as otherwise agreed by DISTRICT and RO HEALTH. DISTRICT shall provide RO HEALTH's employees opportunities to undergo diagnostic screening testing at least once weekly through its facilities. If an employee is disqualified from working for DISTRICT pursuant to the requirements by the California Department of Public Health, RO HEALTH agrees to provide a replacement employee with fifteen (15) days of receiving notification that the previous employee has been disqualified. Failure to adhere to the terms of this provision is grounds for termination of the Agreement.

**3.7** Criminal Background Check and disclosure statement.

#### **4. PROVISION OF PERSONNEL.**

To supply DISTRICT with PERSONNEL when requested, RO HEALTH will recruit, interview, screen, select, hire and assign RO HEALTH employee(s) who meet the following criteria and will provide evidence of any or all of the following to DISTRICT upon written request:

**4.1** Professional Licenses. Possess current state license(s), certification(s) and/or credential(s), as applicable and appropriate for the services provided to DISTRICT, including cardiopulmonary resuscitation certification, all documentation of which will be kept in the RO HEALTH employee file. RO HEALTH shall monitor the status of licenses, credentials, certifications, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by RO HEALTH.

**4.2** Clearance. Completed state-specific background checks and health assessment requirements, as defined by California education code, including but not limited to obtaining

clearances from both the California Department of Justice (CDOJ) and clearance from the Federal Bureau of Investigation (FBI) and Tuberculosis clearances.

- 4.3 Transportation. Possess a valid California driver's license and have access to a reliable vehicle.
- 4.4 Compliance Training. Complete annual training within the past 12 months for current Cal-OSHA, HIPAA, FERPA, California Minor Consent and Confidentiality, Child Abuse Mandated Reporter, and medication administration and basic first aid laws and regulations to be approved by DISTRICT and provided by RO HEALTH.
- 4.5 Procedural Training and Skills Check. Complete training within the past 12 months on all standard and individualized care procedures applicable and appropriate for the services provided to DISTRICT (such as counting carbohydrates, administering insulin, administering Diastat, proper body mechanics for transfers, and replacing a G-Tube), to be provided by RO HEALTH, and passed competency skills checks for those procedures, to be administered by a RO HEALTH supervising clinician.
- 4.6 Acknowledgement of Expectations. Sign an acknowledgement of understanding and commitment to adhere to all guidelines outlined in DISTRICT's "AGENCY HEALTHCARE PROFESSIONAL EXPECTATIONS" document (EXHIBIT A).

## 5. SCOPE OF WORK.

RO HEALTH represents and warrants that each RO HEALTH employee shall:

- 5.1 Conduct contact tracing/communicable disease follow up per DISTRICT guidelines.
- 5.2 Adhere to all guidelines outlined in DISTRICT's "AGENCY HEALTHCARE PROFESSIONAL EXPECTATIONS" document (EXHIBIT A).
- 5.3 Provide direct healthcare services as prescribed by a "licensed authorized healthcare provider" (hereinafter referred to as HCP) to DISTRICT students with 504 Accommodation(s) who require such services at student's school of attendance, or in certain circumstances, at agreed field trip locations.
- 5.4 Provide contact tracing as requested by DISTRICT.
- 5.5 Coordinate with the School Nurse assigned to the school site regarding all direct care services being provided to the student with 504 Accommodation(s). School Nurse will function as the case manager and facilitate all communications with HCP, parent/guardian, teachers, and DISTRICT.
- 5.6 Immediately route all forms received by PERSONNEL to DISTRICT. Upon request, assist DISTRICT with obtaining necessary signatures from parent/guardian when DISTRICT receives incomplete form.

**5.7** Follow the most recent signed written orders from HCP after verifying presence of signed authorization from the parent or guardian of the student, indicating consent for the student to receive the HCP-prescribed direct care services at school.

**5.8** Minimize classroom disruptions in providing care per the written orders.

**5.9** Review current HCP orders and recent direct care logs; maintain daily documentation records in accordance with the requirements of confidentiality of student records. Records including HCP orders and parent requests, are to be considered mandatory interim student records that must remain on campus.

**5.10** Provide for the safety and direct care services for the student with 504 Accommodation(s), assuring personal privacy and dignity of the student.

**5.11** Assume responsibility for following emergency procedures, according to DISTRICT policy, should the need arise.

## **6. DISTRICT ORIENTATION.**

DISTRICT will provide RO HEALTH personnel with an orientation to DISTRICT specific policies, procedures and processes necessary to equip RO HEALTH personnel with the knowledge necessary to meet DISTRICT expectations for personnel.

## **7. URGENT PERSONNEL REQUESTS.**

If DISTRICT requests personnel less than two (2) hours prior to the start of a shift, RO HEALTH shall bill DISTRICT for the entire duration of the shift, as long as RO HEALTH personnel report for work within a reasonable period of time.

## **8. MINIMUM BILLABLE HOURS AND SHIFT CANCELATION.**

If DISTRICT schedules an order with a duration less than four (4) billable hours for each shift, RO HEALTH shall bill DISTRICT for four (4) hours at the established hourly rate.

If DISTRICT modifies or cancels an order less than two (2) hours prior to the start of a shift, RO HEALTH will bill DISTRICT for four (4) hours at the established hourly rate.

## **9. CONVERSION FEE.**

DISTRICT agrees that it will take no steps to recruit, hire or employ as its own employee or as a contractor any personnel provided by RO HEALTH. DISTRICT further acknowledges that RO HEALTH incurs substantial costs associated with recruiting, training, and managing RO HEALTH personnel. In the event DISTRICT, or any affiliate, subsidiary of DISTRICT solicits, hires or employs RO HEALTH personnel, DISTRICT agrees to either (1) provide written notice of intent to hire or employ RO HEALTH personnel twelve (12) months prior to the RO HEALTH

employee's commencement as a DISTRICT employee or contractor; (2) provide written notice to RO HEALTH of intent to hire RO HEALTH employee and continue to employ RO HEALTH employee for a period not less than one thousand and forty (1,040) hours from the notice date; or (3) pay RO HEALTH a placement fee equal to the sum of twenty-five percent (25%) of such personnel's annualized salary (calculated as hourly pay rate multiplied by two thousand and eighty (2,080) hours multiplied by twenty-five percent (25%)).

#### **10. RESPONSIBILITY FOR PATIENT CARE.**

DISTRICT retains responsibility for management of care of each of its patients and for ensuring that services provided by RO HEALTH personnel under this Agreement are furnished in accordance with applicable standards.

#### **11. INSURANCE.**

RO HEALTH shall purchase and maintain during the duration of this Agreement general and professional liability coverage of not less than one million dollars (\$1,000,000) per occurrence and three million dollars (\$3,000,000) in the aggregate, covering the sole negligent acts or omissions which may give rise to the liability for services provided under this Agreement.

#### **12. INDEPENDENT CONTRACTOR.**

RO HEALTH's relationship to DISTRICT under this Agreement shall be one of an independent contractor. RO HEALTH and all of its employees shall not be employees or agents of DISTRICT and are not entitled to participate in and DISTRICT pension plans, retirement, health and welfare programs, or any similar programs or benefits, as a result of this Agreement.

As an independent contractor under this Agreement, RO HEALTH shall maintain responsibility, as the employer, for the payment of wages, and other compensation, in addition to any mandatory withholdings and contributions.

RO HEALTH and its employees or agents rendering services under this agreement shall not be employees of DISTRICT for federal or state tax purposes, or for any other purpose. RO HEALTH acknowledges and agrees that it is the sole responsibility of RO HEALTH to report as income its compensation from DISTRICT and to make the requisite tax filings and payments to the appropriate federal, state, and/or local tax authorities. No part of RO HEALTH's compensation shall be subject to withholding by DISTRICT for the payment of social security, unemployment, or disability insurance, or any other similar state or federal tax obligation.

RO HEALTH also agrees to defend, indemnify and hold DISTRICT harmless from any and all claims, losses, liabilities, or damages arising from any contention by a third party that an employer-employee relationship exists by reason of this Agreement.

DISTRICT assumes no liability for workers' compensation or liability for loss, damage or injury to persons or property during or relating to the performance of services under this Agreement.

### **13. PAYMENT FOR SERVICES.**

RO HEALTH will submit monthly invoices to DISTRICT at the rates established in Exhibit A for personnel provided to DISTRICT during the preceding calendar month's billing period.

#### **13.1 Payment.**

Full payment of invoices is due upon receipt. DISTRICT shall send all payments electronically. In the event DISTRICT is unable to make payments electronically, DISTRICT shall remit payments to the address set forth on the invoice.

#### **13.2. Late Payment.**

Payments not received within thirty (30) days from the first day of receipt of invoice, will accumulate interest at the rate of one percent (1%) per month on the unpaid balance, equating to an annual percentage rate of twelve percent (12%), or the maximum rate permitted by applicable law, whichever is less.

#### **13.3. Ratification By Board of Education.**

To the extent the Agreement exceeds an expenditure above the amount specified in Education Code section 17605, this Agreement, as to any such exceeded amount, is not enforceable and is invalid unless and until the exceeded amount is approved and/or ratified by the governing board of the Sacramento City Unified School District, as evidenced by a motion of said board duly passed and adopted.

### **14. GOVERNING LAW.**

This Agreement, and all matters relating to it shall be governed by the laws, rules, and regulations of the State of California, as are now in effect or as may be later amended or modified, without reference to the choice of law rules in any other state. In the event that any provision of this Agreement conflicts with or is inconsistent with provisions of those laws, rules or regulations, the provisions of California laws, rules, and regulations shall govern and supersede.

### **15. DISPUTE RESOLUTION.**

In the event a dispute does arise out of or in connection with the Agreement, the Parties will first attempt to resolve the dispute through friendly correspondence and/or consultation. If such correspondence does not resolve the dispute within a reasonable period then the Parties may submit any and all outstanding issues to mediation.

If mediation does not resolve the dispute within a reasonable period then the Parties may submit any and all outstanding issues to arbitration in accordance with the statutory rules of the The California Arbitration Act in the California Code of Civil Procedure, Title 9, §§ 1280-1294.4.

If arbitration is not successful in resolving the entire dispute or is unavailable, any outstanding issues must be submitted with the laws in the State of California. The case will be conducted in California, and judgment may be entered by any court having jurisdiction within the State of California.

#### **16. ATTORNEY FEES AND LEGAL COSTS.**

In the event a Party is forced to obtain legal representation to enforce the terms of the Agreement, the Party prevailing in such action of enforcement will be entitled to the recovery of costs and expenses incurred in connection with such action and any appeal from the losing Party. Recovery of costs and expenses may include mediation, arbitration, court fees, and reasonable attorneys' fees.

#### **17. MUTUAL INDEMNIFICATION.**

Each party (the "Indemnifying Party") and, in the case of RO HEALTH as the Indemnified Party, RO HEALTH and all other persons cooperating in the conduct or performance of "RO HEALTH," and each of its officers, partners, employees, trustees, directors, managers, and/or shareholders, to the extent allowed by law, agrees to defend, indemnify, and hold harmless the other ("Indemnitee") from and against any and all claims, losses, damages, liabilities, costs, expenses (including attorneys' fees), or judgments for or in connection with injury or damage (including, but not limited to, death) to any person or property to the extent that such injury or damage results from or is in any way connected with any acts, failure to act, willful misconduct, or the performance of or failure to perform obligations under this Agreement by the Indemnifying Party, its officers, partners, employees or agents. Neither termination or expiration of this Agreement nor completion of the acts to be performed under this Agreement shall release either party from its obligations to indemnify as to any claim or cause of action asserted so long as the event upon which claim or cause of action is predicated shall have occurred prior to the effective date of any such termination, expiration or completion.

Indemnification is subject to:

- (a) the Indemnitee promptly providing the Indemnitor written notice of the claim;
- (b) the Indemnitor's right to control the claim's defense and settlement (provided that the Indemnitor may not settle or defend any claim without the Indemnitee's consent (which shall not be unreasonably withheld, delayed or conditioned), unless it unconditionally releases the Indemnitee from all liability); and
- (c) the Indemnitee providing reasonable assistance to the Indemnitor. This obligation shall expressly survive the expiration or termination, for whatever reason, of this Agreement.

**18. DAMAGES.**

In no event shall either Party be liable for any incidental, consequential, exemplary, special or punitive damages or expenses or lost profits, even if such Party has been advised of the possibility of such damages, under or in connection with this Agreement, regardless of the form of action.

**19. SEVERABILITY.**

The invalidity or unenforceability of any provision of this Agreement shall not affect the validity or enforceability of any other provision of this Agreement. Any waiver by a Party to declare a breach or seek any remedy available to it under this Agreement or by law will not constitute a waiver as to any past or future breaches or remedies.

**20. ENTIRE AGREEMENT; MODIFICATION.**

This written Agreement constitutes the entire Agreement between the Parties and all negotiations and understandings have been included in this Agreement. No other understandings, agreements, representations, or warranties relating to the subject matter of this Agreement, whether written or oral, have been made to RO HEALTH by the DISTRICT or to the DISTRICT by RO HEALTH. This Agreement shall supersede any other communication between the Parties as to the subject matter herein.

This written Agreement may be modified, amended, or rescinded only by a written agreement executed by both Parties.

**IN WITNESS WHEREOF**, this Agreement has been signed by duly authorized representatives of the Parties on the day and the year first before written.

**DISTRICT**

Rose Ramos, CBO

Printed Name

DocuSigned by:  
Rose Ramos  
Signature

08/24/2021

Date

**RO HEALTH**

Jeff Widmyer, CEO

Printed Name

W  
Signature

8/23/2021

Date

**EXHIBIT A  
PERSONNEL HOURLY RATES FOR DISTRICT**

Nursing	
LVN	\$50.00
RN	\$65.00
CRN	\$90.00

**WORKWEEK.** RO HEALTH's calendar work week is Sunday through Saturday. Billing periods commence on Sunday, the first day of the workweek.

**WEEKEND.** RO HEALTH shall bill DISTRICT an additional two dollar (\$2.00) per hour weekend differential rate. Weekend rates commence Friday at 10:00 p.m. through Monday at 6:00 a.m.

**OVERTIME.** RO HEALTH shall bill DISTRICT a time and one-half (1.5) rate for all hours worked in excess of forty (40) per week or according to applicable state law.

**ORIENTATION.** Personnel hourly rates will be billed for all time spent in DISTRICT orientation.

**MILEAGE.** During the course of, or while driving to work, if a RO HEALTH employee travels greater than sixty (60) miles roundtrip, RO HEALTH shall bill for each mile traveled at the current POV Mileage reimbursement rate established by the U.S. General Services Administration.

**HOLIDAYS.** A time and one-half (1.5) rate will be billed on holidays recognized by the U.S. Office of Personnel Management. Holiday rates will apply to shifts beginning at 10:00 p.m. before the holiday through 10:00 p.m. during the holiday.

**DISTRICT**

Rose Ramos  
 Rose Ramos, CBO  
 \_\_\_\_\_  
 Printed Name

DocuSigned by:  
  
 \_\_\_\_\_  
 Signature  
C68FE7C204D7402...

08/24/2021  
 \_\_\_\_\_  
 Date

**RO HEALTH**

Jeff Widmyer, CEO  
 \_\_\_\_\_  
 Printed Name

  
 \_\_\_\_\_  
 Signature

8/23/2021  
 \_\_\_\_\_  
 Date



## CONTRACT SUPPLEMENT

Dear Staffing Partner:

RO HEALTH, Inc. is a Joint Commission certified healthcare staffing company. We appreciate our partnership, and we are continuously taking steps to improve our level of service. In compliance with our Joint Commission certification, we are including this contract supplement to notify you about important aspects of our business relationship.

### **Employee Performance Evaluation**

RO HEALTH seeks to provide its clients with exceptional healthcare providers. To ensure that our providers are delivering exceptional patient care mixed with excellent customer service, we seek feedback from CLIENT supervisors continuously and, on an annual basis, through a web-based digital evaluation. We appreciate your cooperation in providing accurate feedback that will help our providers meet your needs.

### **Company Performance Evaluation**

RO HEALTH seeks to provide its clients with exceptional service. We strive to provide our clients with timely and accurate communication, collaborative and informed problem solving, clear and accurate invoicing, and warm and friendly customer service. To ensure that end, we conduct annual company evaluations through a web-based digital evaluation. We appreciate your cooperation with providing accurate feedback that will help RO HEALTH support staff meet your needs.

### **STATstaff™**

RO HEALTH takes steps to prepare its providers to deliver exceptional patient care before they arrive at your site. This means, we gather important information about you that will allow new providers to familiarize themselves with the nuances of your site before they commence work. RO HEALTH uses STATstaff™ to track and communicate that important information to its providers so that they are prepared to meet your expectations. We appreciate your cooperation gathering information about your site so we can help ensure our providers are comfortable and perform well in their assignments.

### **Office Hours**

RO HEALTH is available 24x7x365 by phone at 888.552.9775. RO HEALTH's office hours are Monday through Friday from 8:00 a.m. to 5:00 p.m.

### **Incident Report Process**

In the event a RO HEALTH provider is involved in an incident, error, near miss or sentinel event, RO HEALTH will act swiftly to address the event appropriately. A RO HEALTH HR person will supply the RO HEALTH provider with an incident report form and may ask the RO HEALTH employee to take a drug test. And, upon request, will send the incident report form to the DISTRICT supervisor. We appreciate your cooperation gathering information so we can address events in the most appropriate manner necessary. If you would like us to orient RO HEALTH Providers to your policies and/or procedures related to an incident, please contact RO HEALTH Human Resources at [hr@rohealth.com](mailto:hr@rohealth.com).

In the event there is an occupational safety hazard or event that involves a RO HEALTH provider, the event should be communicated as soon as practicable to the RO HEALTH Human Resources at [hr@rohealth.com](mailto:hr@rohealth.com).

### **Complaint/Grievance Process**

RO HEALTH actively solicits feedback from all its stakeholders on a continuous basis. In the event RO HEALTH receives a complaint, a RO HEALTH HR person will swiftly commence an investigation and follow up within seventy-two (72) hours.

### **RO HEALTH Employees**

RO HEALTH does not use subcontractors. Providers are employees of RO HEALTH.

### **Competency**

RO HEALTH takes steps to ensure that it provides competent providers. All providers are thoroughly screened to ensure that they are comfortably able to deliver patient care within their areas of clinical competence. RO HEALTH aims to only place providers in areas of practice within the scope of their license, registration, certification, or clinical competence.

Thank you again for the opportunity to work together. We look forward to growing our partnership.



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.1b

**Meeting Date:** September 2, 2021

**Subject:** Approve Personnel Transactions

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference/Action
- Action
- Public Hearing

**Division:** Human Resources Services

**Recommendation:** Approve Personnel Transactions

**Background/Rationale:** N/A

**Financial Considerations:** N/A

**LCAP Goal(s):** Safe, Clean and Healthy Schools

**Documents Attached:**

1. Certificated Personnel Transactions Dated September 2, 2021
2. Classified Personnel Transactions Dated September 2, 2021

<p><b>Estimated Time of Presentation:</b> N/A <b>Submitted by:</b> Cancy McArn, Chief Human Resources Officer <b>Approved by:</b> Jorge A. Aguilar, Superintendent</p>
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**Attachment 1: CERTIFICATED 9/2/2021**

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
<b>EMPLOY/ REEMPLOY</b>							
BARAJAS	CARMEL	B	School Psychologist	SPECIAL EDUCATION DEPARTMENT	8/23/2021	6/30/2022	EMPLOY PROB 8/23/21
BENNETT	DIANNE	B	Teacher, High School	LUTHER BURBANK HIGH SCHOOL	8/30/2021	6/30/2022	EMPLOY PROB 8/30/21
BRANGACCIO	MARLA	B	Teacher, Spec Ed	JOHN MORSE THERAPEUTIC	8/30/2021	6/30/2022	EMPLOY PROB 8/30/21
CENTENO	JORLINIS	0	Teacher, High School	CAPITAL CITY SCHOOL	7/1/2021	6/30/2022	REEMPLOY 24MO 7/1/21
CHAPMAN	AMANDA	E	Teacher, Parent/Preschool Ad	A.WARREN McCLASKEY ADULT	8/31/2021	6/30/2022	REEMPL TC 8/31/21-6/30/22
CROWTHER	ROSEMARY	B	School Nurse	HEALTH SERVICES	8/30/2021	6/30/2022	EMPLOY PROB 8/30/21
CULL	LEIGH	0	Teacher, Middle School	KIT CARSON INTL ACADEMY	8/30/2021	6/30/2022	EMPLOY PROB 8/30/21
EVANS	KAITLIN	B	Teacher, High School	C. K. McCLATCHY HIGH SCHOOL	8/30/2021	6/30/2022	EMPLOY PROB 8/30/21
FRAZEE	TODD	E	Teacher, Adult Ed, Hourly	NEW SKILLS & BUSINESS ED. CTR	8/30/2021	6/30/2022	REEMPL TC 8/30/21
HELFRICH	RACHAEL	E	Teacher, Middle School	CALIFORNIA MIDDLE SCHOOL	8/30/2021	6/30/2022	EMPLOY TC 8/30/21
HILGER	MARCIA	B	Teacher, High School	C. K. McCLATCHY HIGH SCHOOL	8/30/2021	6/30/2022	EMPLOY PROB 8/30/21
HOGSETT	AMELIA	0	Teacher, Spec Ed	JOHN MORSE THERAPEUTIC	8/30/2021	6/30/2022	EMPLOY PROB 8/30/21
LEE	SOO	B	Teacher, High School	LUTHER BURBANK HIGH SCHOOL	8/30/2021	6/30/2022	EMPLOY PROB 8/30/21
LIM ZIMLICH	MIMI	B	School Psychologist	SPECIAL EDUCATION DEPARTMENT	8/23/2021	6/30/2022	EMPLOY PROB 8/23/21
LOISEAU	EUNICE	B	Lang. Speech & Hearing Speclst	SPECIAL EDUCATION DEPARTMENT	8/30/2021	6/30/2022	EMPLOY PROB 8/30/21
MCCREADY	THOMAS	B	School Social Worker	STUDENT SUPPORT&HEALTH SRVCS	8/26/2021	6/30/2022	EMPLOY PROB 8/26/21
MELLO	MARILYN	A	School Psychologist	SPECIAL EDUCATION DEPARTMENT	8/23/2021	6/30/2022	EMPLOY PROB 8/23/21
NEWELL-BUSSE	TERESA	A	School Nurse	HEALTH SERVICES	8/30/2021	6/30/2022	REEMPL PERM 8/30/21
PAULSEN	BENJAMIN	B	School Social Worker	STUDENT SUPPORT&HEALTH SRVCS	8/26/2021	6/30/2022	EMPLOY PROB 8/26/21
RATHBUN	TERINA	B	Teacher, Middle School	KIT CARSON INTL ACADEMY	8/30/2021	6/30/2022	EMPLOY PROB 8/30/21
REED	ERIN	B	Counselor, High School	JOHN F. KENNEDY HIGH SCHOOL	8/23/2021	6/30/2022	EMPLOY PROB 8/23/21
REINL	SAMANTHA	0	Teacher, High School	C. K. McCLATCHY HIGH SCHOOL	8/30/2021	6/30/2022	EMPLOY PROB 8/30/21
ROBERSON	ANDREW	B	Teacher, Spec Ed	HIRAM W. JOHNSON HIGH SCHOOL	8/30/2021	6/30/2022	EMPLOY PROB 8/30/21
SANDLER	CHRISTOPHER	B	Teacher, High School	NEW TECH	8/9/2021	6/30/2022	EMPLOY PROB 8/9/21
VANG	SUSAN	0	Teacher, High School	LUTHER BURBANK HIGH SCHOOL	8/30/2021	6/30/2022	EMPLOY PROB 8/30/21
VASQUEZ	FELICIA	B	Teacher, Elementary	LEATAATA FLOYD ELEMENTARY	7/1/2021	6/30/2022	REEMPLOY PROB 7/1/21
<b>LEAVES</b>							
HAWKINS	JACQUELYN	A	Teacher, Elementary	ABRAHAM LINCOLN ELEMENTARY	7/1/2021	9/1/2021	LOA RTN (PD) 7/1/21
HAWKINS	JACQUELYN	A	Teacher, Elementary	ABRAHAM LINCOLN ELEMENTARY	9/2/2021	11/28/2021	LOA (PD) FMLA/CFRA 9/2-11/28/21
HAWKINS	JACQUELYN	A	Teacher, Elementary	ABRAHAM LINCOLN ELEMENTARY	11/29/2021	6/30/2022	LOA RTN (PD) FMLA/CFRA11/29/21
HERZFELDT	ALEXANDRE	A	Teacher, Elementary	PACIFIC ELEMENTARY SCHOOL	9/2/2021	6/17/2022	LOA (UNPD) PARENTAL 9/2-6/17/22
HUGHES	ASHLEY	A	Teacher, Elementary	PARKWAY ELEMENTARY SCHOOL	9/2/2021	10/31/2021	LOA (PD) FMLA/CFRA 9/2-10/31/21
KILEY	KATHRYN	A	Teacher, Elementary	NEW JOSEPH BONNHEIM	7/1/2021	10/17/2021	LOA EXT (PD) FMLA/CFRA 7/1/21-10/17/21
KILEY	KATHRYN	A	Teacher, Elementary	NEW JOSEPH BONNHEIM	10/18/2021	11/30/2021	LOA (PD)
KILEY	KATHRYN	A	Teacher, Elementary	NEW JOSEPH BONNHEIM	12/1/2021	6/30/2022	LOA RTN (PD) 12/1/21
KOBERL	NICOLE	A	Teacher, Elementary	EDWARD KEMBLE ELEMENTARY	9/2/2021	12/5/2021	LOA (PD) FMLA/CFRA 9/2-12/5/21
MACK	JARRAMIAH	A	Teacher, Elementary Spec Subj	NEW JOSEPH BONNHEIM	7/1/2021	10/1/2021	LOA EXT (PD) MILITARY 7/1-10/1/21
MYERS	GINA	B	Teacher, Elementary	NICHOLAS ELEMENTARY SCHOOL	9/2/2021	10/3/2021	LOA (PD) HE 9/2-10/3/21
MYERS	GINA	B	Teacher, Elementary	NICHOLAS ELEMENTARY SCHOOL	10/4/2021	10/31/2021	LOA (PD) FMLA/CFRA 10/4-10/31/21
ORR	HANNAH	A	Resource Spec Tchr, SE, Elem	CALEB GREENWOOD ELEMENTARY	6/19/2021	6/30/2021	LOA RTN (PD) FMLA/CFRA 6/19/21
PEACOCK	NINA	A	Teacher, Elementary	WASHINGTON ELEMENTARY SCHOOL	9/13/2021	11/14/2021	LOA (PD) FMLA/CFRA 9/13-11/14/21
PEACOCK	NINA	A	Teacher, Elementary	WASHINGTON ELEMENTARY SCHOOL	11/15/2021	6/30/2022	LOA RTN (PD) FMLA/CFRA 11/15/21
PITTMAN	LINA	C	Teacher, Elementary	ETHEL I. BAKER ELEMENTARY	9/2/2021	12/3/2021	LOA (PD) FMLA/CFRA 9/2-12/3/21
PITTMAN	LINA	C	Teacher, Elementary	ETHEL I. BAKER ELEMENTARY	12/4/2021	6/30/2022	LOA (UNPD) PARENTAL 12/4-6/30/22
REYES	OCTOBER	A	Teacher, Elementary Spec Subj	PONY EXPRESS ELEMENTARY SCHOOL	9/2/2021	9/27/2021	LOA (PD) FMLA/CFRA 9/2-9/27/21
SLOAT	KATIE	A	Teacher, Elementary	OAK RIDGE ELEMENTARY SCHOOL	7/1/2021	6/30/2022	LOA (UNPD) PARENTAL 7/1-6/30/22
THOMPSON	BRITTANY	A	Teacher, Elementary	ISADOR COHEN ELEMENTARY SCHOOL	7/1/2021	11/29/2021	LOA (PD) FMLA/CFRA 7/1-11/29/21
THOR	KA	A	Teacher, Elementary	ELDER CREEK ELEMENTARY SCHOOL	9/2/2021	10/21/2021	LOA (PD) 9/2-10/21/21
WEST	ALISON	C	Lang. Speech & Hearing Speclst	SPECIAL EDUCATION DEPARTMENT	9/2/2021	10/10/2021	LOA (PD) 9/2-10/10/21

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
<b>RE-ASSIGN/STATUS CHANGE</b>							
DOOLITTLE	MOLLY	Q	Teacher, Resource, Elementary	CAMELLIA BASIC ELEMENTARY	7/1/2021	6/30/2022	STCHG 7/1/21
ESCOBAR	JENNIFER	C	Teacher, Elementary	GOLDEN EMPIRE ELEMENTARY	7/1/2021	6/30/2022	STCHG 7/1/21
HANKINS	ASHLEIGH	B	Teacher, Resource, Special Ed.	ISADOR COHEN ELEMENTARY SCHOOL	7/1/2021	6/30/2022	REA 7/1/21
JONES	RHONDA	A	Teacher, Resource	JOHN BIDWELL ELEMENTARY	7/1/2021	6/30/2022	REA/STCHG 7/1/21
REYES	MARGARET	A	Program Specialist, Special Ed	SPECIAL EDUCATION DEPARTMENT	7/1/2021	6/30/2022	REA 7/1/21
ROBINSON	LOBELIA	C	Teacher, Elementary	CESAR CHAVEZ INTERMEDIATE	7/1/2021	6/30/2022	STCHG 7/1/21
SILVA	MAREA	A	Teacher, Middle School	ALBERT EINSTEIN MIDDLE SCHOOL	7/1/2021	6/30/2022	REA 7/1/21
YUNG	ERIC	A	Teacher, Resource, Special Ed.	SUTTERVILLE ELEMENTARY SCHOOL	7/1/2021	6/30/2022	STCHG 7/1/21
<b>SEPARATE / RESIGN / RETIRE</b>							
EGANOVA	NINA	B	Teacher, High School	ROSEMONT HIGH SCHOOL	7/1/2021	7/7/2021	SEP/RESIGN 7/7/21
GAGNEY	DAVID	A	Teacher, Adult Ed, Hourly	NEW SKILLS & BUSINESS ED. CTR	7/1/2021	8/12/2021	SEP/RESIGN 8/12/21
GOODWIN	HANNAH	A	Teacher, Spec Ed	EARL WARREN ELEMENTARY SCHOOL	7/1/2021	8/5/2021	SEP/RESIGN 8/5/21
HENRY	ELIZABETH	C	Teacher, Resource, Special Ed.	ROSEMONT HIGH SCHOOL	7/1/2021	7/7/2021	SEP/RESIGN 7/7/21
ICHTERTZ	MICHAEL	A	Teacher, Resource, Special Ed.	TAHOE ELEMENTARY SCHOOL	7/1/2020	6/18/2021	SEP/RETIRE 6/18/21
NEAL	JAMES	A	Teacher, High School	ENGINEERING AND SCIENCES HS	7/1/2021	8/9/2021	SEP/RESIGN 8/9/21
SMITH	JENEVA	A	Teacher, Elementary	GOLDEN EMPIRE ELEMENTARY	7/1/2021	8/13/2021	SEP/RESIGN 8/13/21
TAYLOR	ALEXANDER	A	Teacher, Resource, Special Ed.	ROSEMONT HIGH SCHOOL	7/1/2021	7/22/2021	SEP/RESIGN 7/22/21
VERSHER	ELYSSE	B	Assistant Principal, High Sch	WEST CAMPUS	7/1/2021	8/6/2021	SEP/RESIGN 8/6/21
<b>TRANSFER</b>							
MANN	GURBINDER	A	Teacher, Spec Ed	JOHN BIDWELL ELEMENTARY	7/1/2021	6/30/2022	TR 7/1/21
MONTGOMERY	HEIDI	A	Teacher, Spec Ed	SEQUOIA ELEMENTARY SCHOOL	7/1/2021	6/30/2022	TR 7/1/21

Attachment 2: CLASSIFIED 9/2/2021

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
<b>EMPLOY/ REEMPLOY</b>							
DANIELS	RODKIA	B	Bus Attendant	TRANSPORTATION SERVICES	9/2/2021	6/30/2022	EMPLOY PROB 9/2/21
DUBROFF	KENDALL	B	Clerk I	BOWLING GREEN ELEMENTARY	8/20/2021	6/30/2022	EMPLOY PROB 8/20/21
DUBROFF	KENDALL	B	Instructional Aide	BOWLING GREEN ELEMENTARY	9/2/2021	6/30/2022	EMPLOY PROB 9/2/21
HERRERA	ELISABETH	B	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	9/2/2021	6/30/2022	EMPLOY PROB 9/2/21
PEREZ	CHRISTOPHER	B	Custodian	BOWLING GREEN ELEMENTARY	7/26/2021	6/30/2022	EMPLOY PROB 7/26/21
SANDLIN	MARYLOU	A	Parent Advisor	WOODBINE ELEMENTARY SCHOOL	7/1/2021	2/28/2022	REEMPLOY 39MO 7/1/21
VUE	KAVEN	B	Site Cmprtr Suprt Tech I	ENGINEERING AND SCIENCES HS	8/16/2021	6/30/2022	EMPLOY PROB 8/16/21
<b>LEAVES</b>							
ACOSTA	RITA	A	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	7/1/2021	2/28/2022	EXT LOA UNPD PC 7/1/21-2/28/22
ACOSTA	RITA	A	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	3/1/2022	6/30/2022	LOA RTN 3/1/22
EVANS III	GEORGE	A	Custodian	ROSA PARKS MIDDLE SCHOOL	3/1/2021	6/21/2021	LOA (UNPD) 3/1-6/30/21
EVANS III	GEORGE	A	Custodian	ROSA PARKS MIDDLE SCHOOL	9/2/2021	2/28/2022	LOA EXT (UNPD) 7/1/21-2/28/22
FELIX	JACQUELINE	A	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	9/2/2021	1/9/2022	LOA (UNPD) 9/2/21-1/9/22
FELIX	JACQUELINE	A	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	1/10/2022	2/28/2022	LOA RTN 1/10/22
GILES	DEBORAH	A	Fd Sv Asst IV	NUTRITION SERVICES DEPARTMENT	8/25/2021	10/6/2021	LOA (PD) FMLA/CFRA 8/25/21-10/6/21
GONSALVES	TAMARA	B	Adult Edctn Testing Proctor	A.WARREN McCLASKEY ADULT	8/17/2021	9/9/2021	EXT LOA (PD) 8/17/21-9/9/21
HUFFMAN	JAMIE	A	Glazier	FACILITIES MAINTENANCE	7/27/2021	8/6/2021	LOA (PD) FMLA/CFRA 7/27/21-8/6/21
HUFFMAN	JAMIE	A	Glazier	FACILITIES MAINTENANCE	8/7/2021	6/30/2022	LOA RTN 8/7/21
HUYNH	ROBINSON	B	Medi-Cal Rmbrsmnt Prog Spolst	SPECIAL EDUCATION DEPARTMENT	8/1/2021	9/18/2021	EXT LOA (PD) 8/1/21-9/18/21
LAMELL	JULIEANN	A	Child Care Attendant, Chld Dev	CHILD DEVELOPMENT PROGRAMS	7/1/2021	8/31/2021	LOA RTN 7/1/21
MURILLO	HILDA	A	Custodian	SERNA CENTER	8/29/2021	10/17/2021	LOA (PD) FMLA/CFRA 8/29-10/17/21
NANTZ	DAWN	A	Accountant	ACCOUNTING SERVICES DEPARTMENT	8/4/2021	9/15/2021	LOA (PD) FMLA/CFRA 8/4/21-9/15/21
NANTZ	DAWN	A	Accountant	ACCOUNTING SERVICES DEPARTMENT	9/16/2021	6/30/2022	LOA RTN 9/16/21
NEDERVELD	KELSEY	A	Asst Dir Nutrition Services	NUTRITION SERVICES DEPARTMENT	8/2/2021	10/24/2021	LOA (PD) FMLA/CFRA 8/2-10/24/21
NEDERVELD	KELSEY	A	Asst Dir Nutrition Services	NUTRITION SERVICES DEPARTMENT	10/25/2021	3/31/2022	LOA RTN (PD) FMLA/CFRA 10/25/21
TABASI	PARINAZ	B	Bus Driver	TRANSPORTATION SERVICES	8/27/2021	6/30/2022	LOA (UNPD) 8/27/21-6/30/22
<b>RE-ASSIGN/STATUS CHANGE</b>							
GONZALES FRED	JUANITA	R	Walking Attendant	REASSIGNED	7/1/2021	8/31/2021	POSREA/STCHG .125 LTA(B) 7/1/21-6/30/22
GARCIA	THOMAS	B	School Plant Ops Mngr I	CESAR CHAVEZ INTERMEDIATE	8/9/2021	8/31/2021	REA/STCHG/WVG 8/9/21
HOLMGREN	ELIAS	B	School Plant Ops Mngr I	ISADOR COHEN ELEMENTARY SCHOOL	8/16/2021	6/30/2022	REA/STCHG/WVG CHG 8/16/21
DUMLAO	ROENA	B	School Office Manager III	WEST CAMPUS	7/30/2021	6/30/2022	REA 7/30/21
VUE	MINDY	A	Assessor-Translator MOC	MATRICULATION/ORIENTATION CNTR	8/16/2021	6/30/2022	REA 8/16/21
BLACKSHIRE	CHRISTY	B	Clerk II	STUDENT SUPPORT&HEALTH SRVCS	8/16/2021	6/30/2022	REA/STCHG 8/16/21
TORRES	ANDREA	B	Child Welfare & Att Spec	ENROLLMENT CENTER	8/9/2021	11/30/2021	REA/STCHG 8/9/21
RUBIO	MARIA	A	Noon Duty	TAHOE ELEMENTARY SCHOOL	7/1/2021	10/31/2021	STCHG 7/1/21
SPANN	JONATHAN	A	Noon Duty	PARKWAY ELEMENTARY SCHOOL	7/1/2021	11/30/2021	STCHG 7/1/21
DESHONG	RACHEL	A	Instructional Aide	HUBERT H BANCROFT ELEMENTARY	7/1/2021	8/31/2021	STCHG 7/1/21
RUBIO	MARIA	A	Teacher Assistant, Bilingual	TAHOE ELEMENTARY SCHOOL	7/1/2021	6/30/2022	STCHG 7/1/21
<b>SEPARATE / RESIGN / RETIRE</b>							
ALCAZAR LARA	ENRIQUE	A	Custodian	LEONARDO da VINCI ELEMENTARY	7/1/2021	8/18/2021	SEP/RESIGN 8/18/21
BRONNY	CAILEY	A	Foster Youth Svcs Prog Asst	FOSTER YOUTH SERVICES PROGRAM	7/1/2021	8/11/2021	SEP/RESIGN 8/11/21
DILWORTH	SHALEANA	A	Fd Sv Asst I	NUTRITION SERVICES DEPARTMENT	7/1/2021	8/3/2021	SEP/TERM 8/3/21
GEORGE	KIMBERLY	A	Clerk II	SUTTERVILLE ELEMENTARY SCHOOL	7/1/2021	8/31/2021	SEP/RESIGN 8/31/21
HALL	MARY	A	Morning Duty	ALICE BIRNEY WALDORF - K-8	1/1/2021	6/9/2021	SEP/RESIGN 6/9/21
HALL	MARY	A	Noon Duty	ALICE BIRNEY WALDORF - K-8	1/1/2021	6/9/2021	SEP/RESIGN 6/9/21
HARRIS	VINCENT	B	Chief Cont Imprv & Acct Offcr	CONTINUOUS IMPRVMT & ACNTBLTY	7/1/2021	8/25/2021	SEP/RESIGN 8/25/21
ROBERSON	ANDREW	A	Inst Aid, Spec Ed	ALBERT EINSTEIN MIDDLE SCHOOL	7/1/2021	8/29/2021	SEP/RESIGN 8/29/21
RODRIGUEZ	ADRIANA	A	Spec II Student Support Svcs	STUDENT SUPPORT&HEALTH SRVCS	7/1/2021	8/20/2021	SEP/RESIGNED 8/20/21
SALINAS	NATHANIEL	A	Custodian	JOHN H. STILL - K-8	7/1/2021	8/31/2021	SEP/RETIRE 8/31/21

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
<b>TRANSFER</b>							
DURAN	STELLA	A	Inst Aid, Spec Ed	WASHINGTON ELEMENTARY SCHOOL	7/1/2021	6/30/2022	TR 7/1/21
JUNIOUS	SHINIECE	A	Inst Aid, Spec Ed	FATHER K.B. KENNY - K-8	7/1/2021	6/30/2022	TR 7/1/21
RENDA	ANTHONY	A	School Plant Ops Mngr I	JOHN CABRILLO ELEMENTARY	8/12/2021	8/31/2021	TR 8/12/21



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.1c

**Meeting Date:** September 2, 2021

**Subject:** **Resolution No. 3219: Authorizing Delegation of Power to Contract to Include Adrian Vargas and Lisa Allen**

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference/Action
- Action
- Public Hearing

**Division:** Business Services

**Recommendation:** Approve Resolution No. 3219, Authorizing Delegation of Power to Contract and rescind prior Resolution No.3219, Effective September 2, 2021.

**Background/Rationale:** Education Code Section 17604 authorizes governing boards of school districts to delegate to the superintendent, or to such persons designated by the superintendent, the power to contract in the name of the district whenever the Education Code invests the power to contract in a governing board or any member of the board. In addition, Education Code Section 17605 authorizes governing boards to delegate to any officer or employee of the district the authority to purchase supplies, materials, apparatus, equipment, and services within the expenditure limitations specified in Public Contract Code Section 20111.

This resolution reflects changes in district staff.

**Financial Considerations:** None

**Documents Attached:**

- 1) Resolution No. 3219, Authorizing Delegation of Power to Contract

<p><b>Estimated Time of Presentation:</b> N/A <b>Submitted by:</b> Rose Ramos, Chief Business Officer <b>Approved by:</b> Jorge A. Aguilar, Superintendent</p>
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**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION**

**RESOLUTION NO. 3219**

**Authorizing Delegation of Power to Contract**

**WHEREAS**, Education Code Section 17604 authorizes the Governing Board to delegate to the district Superintendent or designee, the power to contract in the name of the Sacramento City Unified School District whenever the Education Code invests the power to contract in a governing board or any member of the board; and

**WHEREAS**, Education Code Section 17605 authorizes the Governing Board to delegate to any officer or employee of the Sacramento City Unified School District the authority to purchase supplies, materials, apparatus, equipment, and services within the expenditure limitations specified in Public Contract Code Section 20111; and

**WHEREAS**, on September 26, 2019, the Governing Board of the Sacramento City Unified School District adopted Resolution No. 3096 designating persons authorized to be empowered to contract which is hereby rescinded; and

**BE IT RESOLVED AND ORDERED** by the Governing Board of the Sacramento City Unified School District that in accordance with Education Code Section 17604, effective September 2, 2021, Jorge A. Aguilar, Superintendent, Rose Ramos, Chief Business Officer, Cancy McArn, Chief Human Resources Officer, **Adrian Vargas, Assistant Superintendent of Business Services, Lisa Allen, Deputy Superintendent**, be and are hereby authorized and empowered to contract with third parties in the name of the Sacramento City Unified School District wherever the Education Code invests the power to contract in the Governing Board of the School District or any member of the Governing Board, without limitation as to money or subject matter; provided, however, that all such contracts must be approved or ratified by the Governing Board; and

**BE IT FURTHER RESOLVED AND ORDERED** by the Governing Board of the Sacramento City Unified School District that in accordance with Education Code Section 17605, effective September 2, 2021, Jorge Aguilar, Superintendent, Rose Ramos, Chief Business Officer, Cancy McArn, Chief Human Resources Officer, **Adrian Vargas, Assistant Superintendent of Business Services, Lisa Allen, Deputy Superintendent** and Daniel M. Sanchez, Manager II, Purchasing Services, be and are hereby authorized and empowered to contract for the purchase of supplies, materials, apparatus, equipment, and services; provided, however, that no such individual purchase shall involve an expenditure by the District in excess of the amount specified by Section 20111 of the Public ContractCode; and

**BE IT FURTHER RESOLVED AND ORDERED** that all such transactions to purchase supplies, materials, apparatus, equipment, and services entered into in accordance with Education Code Section 17605 shall be reviewed by the Governing Board every sixty (60) days; and

**BE IT FURTHER RESOLVED AND ORDERED** that in the event of malfeasance in office, each of the persons named above shall be personally liable to the Sacramento City Unified School District for any and all monies of the District paid out as a result of such malfeasance; and

**BE IT FURTHER RESOLVED AND ORDERED** that the persons named above shall be and are hereby authorized to insure against any such liability, and the cost of such insurance shall be paid from the funds of the District; and

**BE IT FURTHER RESOLVED AND ORDERED** that the term “Contract” as used herein shall be deemed to include orders to contract.

**AUTHORIZED SIGNATURES:**

\_\_\_\_\_  
Jorge Aguilar  
Superintendent

**Added Authorizer** \_\_\_\_\_  
Lisa Allen  
Deputy Superintendent

\_\_\_\_\_  
Rose Ramos  
Chief Business Officer

\_\_\_\_\_  
Cancy McArn  
Chief Human Resources Officer

**Added Authorizer** \_\_\_\_\_  
Adrian Vargas  
Assistant Superintendent of  
Business Services

\_\_\_\_\_  
Daniel M. Sanchez  
Manager II, Purchasing Services

**PASSED AND ADOPTED** by the Sacramento City Unified School District Board of Education on this 2<sup>nd</sup> day of September, 2021, by the following vote:

AYES:

NOES: \_\_\_\_\_

ABSTAIN:

ABSENT:

\_\_\_\_\_  
Christina Pritchett  
President of the Board of Education

ATTESTED TO:

\_\_\_\_\_  
Jorge Aguilar, Secretary of the Board of Education



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.1d

**Meeting Date:** September 2, 2021

**Subject:** Donations to the District for the Period of June 1-30, 2021

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference/Action
- Action
- Public Hearing

**Division:** Business Services

**Recommendation:** Accept the donations to the District for the period of June 1-30, 2021.

**Background/Rationale:** Per Board Policy 3290 Gifts, Grants and Bequests, the Board of Education accepts donations on behalf of the schools and the District. After Board approval, the Board Office will send a letter of recognition to the donors.

**Financial Considerations:** None

**LCAP Goal(s):** College, Career and Life Ready Graduates; Safe, Emotionally Healthy and Engaged Students; Family and Community Empowerment; Operational Excellence

**Documents Attached:**

Donations Report for the period of June 1-30, 2021

**Estimated Time:** N/A

**Submitted by:** Rose Ramos, Chief Business Officer

**Approved by:** Jorge A. Aguilar, Superintendent

B OF A - BANK OF AMERICA											
Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount
BA21-0000848	Posted	(000454) BENEVITY FUND	6601	Electronic F	06/01/21					04/30/21 BENEVITY FUND F	2,370.00
01-0812-0-8690-	-	-	-	-	-0363-		2,370.00				
BA21-0000849	Posted	(000454) BENEVITY FUND	6601	Electronic F	06/01/21					04/30/21 BENEVITY FUND F	11,600.00
01-0812-0-8690-	-	-	-	-	-0384-		11,600.00				
BA21-0000870	Posted	The Stowers Family Trust	6612	Check	06/03/21	2690255552				Donation, The Stowers Family	150.00
01-0812-0-8690-	-	-	-	-	-0495-		150.00				
BA21-0000910	Posted	(0490) SUTTER MIDDLE SCHOOL	6611	Mixed Cash	06/11/21					Donation, Sutter Middle Scho	4,065.00
01-0005-0-8699-	-	-	-	-	-0490-		525.00			Lost library books	
01-0812-0-8690-	-	-	-	-	-0490-		500.00			Donation, ACSA CK#3218	
01-0812-0-8690-	-	-	-	-	-0490-		3,000.00			Donation, Pruitt, LLC Ck#100	
01-0812-0-8699-	-	-	-	-	-0490-		40.00			Donation Woodshop, M Henri	
<b>Total for Sacramento City Unified School District</b>											<b>18,185.00</b>

Fund-Object Recap		
01-8690	Donation Board Acknowledgement	17,620.00
01-8699	All Other Local Revenue	565.00
<b>Fund 01 - General Fund</b>		<b>18,185.00</b>
<b>Fiscal Year 2021</b>		
<b>Total for Sacramento City Unified School District</b>		<b>18,185.00</b>

\* On Hold

Selection Sorted by Receipt Id, Filtered by (Org = 97, Starting Receipt Date = 6/1/2021, Ending Receipt Date = 6/30/2021, User Created = N, On Hold? = Y, No Invoice = Y, Object = 8690, Accounts? = Y, Recap = O, Sort/Group = )

ESCAPE ONLINE

BOTW AP - Bank of the West (AP)											
Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount
BW21-0000938	Posted	(000670) THE BLACKBAUD GIVIN	6592	Check	06/01/21	1110194140			BOTW060221	PG&E EMP GIVG, THE BLAC	300.00
01-0812-0-8690-	-	-	-	-	0410-	300.00					
BW21-0000970	Posted	(000670) THE BLACKBAUD GIVIN	6615	Check	06/07/21	1110196381			BOTW060721	PG&E EMP GIVING, THE BL	480.00
01-0812-0-8690-	-	-	-	-	0415-	480.00					
BW21-0000980	Posted	(000670) THE BLACKBAUD GIVIN	6616	Check	06/11/21	1110194714			BOTW061621	PG&E EMP GIVING, THE BL	346.20
09-0812-0-8690-	-	-	-	-	0185-	346.20					
BW21-0000989	Posted	(0151-2) LEONARDO DA VINCI K-	6616	Check	06/14/21	17871			BOTW061621	OFFICE DEPOT SUPPLIES, I	7.33
01-0812-0-8690-	-	-	-	-	0151-	7.33					
<b>Total for Sacramento City Unified School District</b>											<b>19,318.53</b>

Fund-Object Recap		
01-8690	Donation Board Acknowledgement	787.33
<b>Fund 01 - General Fund</b>		<b>787.33</b>
09-8690	Donation Board Acknowledgement	346.20
<b>Fund 09 - Charter School</b>		<b>346.20</b>
<b>Fiscal Year 2021</b>		<b>1,133.53</b>
<b>Total for Sacramento City Unified School District</b>		<b>19,318.53</b>

\* On Hold

Selection Sorted by Receipt Id, Filtered by (Org = 97, Starting Receipt Date = 6/1/2021, Ending Receipt Date = 6/30/2021, User Created = N, On Hold? = Y, No Invoice = Y, Object = 8690, Accounts? = Y, Recap = O, Sort/Group = )

ESCAPE ONLINE

**COUNTY - County Treasurer SCOE DOCS**

Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount
21-0000444	Posted	(1850) SCOE-CASH RECEIPTS O	6643	Electronic F	06/08/21	1300779746		0144		1300779746 RTRN CKS BLA	102.00-
	01-0812-0-8690-	- - -				100.00-				1300779746 RTRN CK#1000	
	01-0812-0-8690-	- - -				2.00-				1300779746 RTRN CK#1730	
<b>Total for Sacramento City Unified School District</b>											<b>19,216.53</b>

Fund-Object Recap		
01-8690	Donation Board Acknowledgement	102.00-
<b>Fund 01 - General Fund</b>		<b>102.00-</b>
<b>Total for Sacramento City Unified School District</b>		<b>19,216.53</b>

**Org Recap**

Sacramento City Unified School District	
C - Check	150.00
E - Electronic Funds Xfer	13,970.00
M - Mixed Cash & Check	4,065.00

\* On Hold

**BOTW AP - Bank of the West (AP)**

Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount
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**Org Recap**


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**Sacramento City Unified School District (continued)**

C - Check	1,133.53
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\* On Hold

Selection Sorted by Receipt Id, Filtered by (Org = 97, Starting Receipt Date = 6/1/2021, Ending Receipt Date = 6/30/2021, User Created = N, On Hold? = Y, No Invoice = Y, Object = 8690, Accounts? = Y, Recap = O, Sort/Group = )

ESCAPE	ONLINE
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Page 4 of 5

**COUNTY - County Treasurer SCOE DOCS**

Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount
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**Org Recap**

**Sacramento City Unified School District (continued)**

E - Electronic Funds Xfer	102.00-
<b>Total Receipts</b>	<b>19,216.53</b>
<b>Report Total</b>	<b>19,216.53</b>

\* On Hold

Selection Sorted by Receipt Id, Filtered by (Org = 97, Starting Receipt Date = 6/1/2021, Ending Receipt Date = 6/30/2021, User Created = N, On Hold? = Y, No Invoice = Y, Object = 8690, Accounts? = Y, Recap = O, Sort/Group = )

ESCAPE ONLINE





# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.1e

**Meeting Date:** September 2, 2021

**Subject:** **Approve Business and Financial Report: Warrants, Checks and Electronic Transfers Issued for the Period of June 1 - July 31, 2021**

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference/Action
- Action
- Public Hearing

**Division:** Business Services

**Recommendation:** Approve attached list of warrants and checks.

**Background/Rationale:** The detailed list of warrants, checks and electronic transfers issued for the period of June 1-30, 2021 and July 1-31, 2021 are available for the Board members upon request.

**Financial Considerations:** Normal business items that reflect payments from district funds.

**LCAP Goal(s):** Family and Community Empowerment; Operational Excellence

**Documents Attached:**

Warrants, Checks and Electronic Transfers – June 1-30, 2021 and July 1-31, 2021

<p><b>Estimated Time:</b> N/A <b>Submitted by:</b> Rose Ramos, Chief Business Officer <b>Approved by:</b> Jorge A. Aguilar, Superintendent</p>
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<u>Account</u>	<u>Document Numbers</u>	<u>Fund</u>	<u>Amount</u>
County Accounts Payable Warrants	97391520 - 97392743		<b>\$ 31,330,284.50</b>
		General (01)	\$ 24,675,009.00
		Charter (09)	\$ 174,756.50
		Adult Education (11)	\$ 68,117.47
		Child Development (12)	\$ 215,146.16
		Cafeteria (13)	\$ 916,212.91
		Building (21)	\$ 3,638,767.20
		Developer Fees (25)	\$ 888,259.26
		Self Insurance (67)	\$ 25,347.28
		Self Insurance (68)	\$ 514.02
		Payroll Revolving (76)	\$ 728,154.70
Alternate Cash Revolving Checks	00002051 - 00002056		<b>\$ 18,598.02</b>
		General (01)	\$ 20,636.28
		Charter (09)	\$ 752.39
		Adult Education (11)	\$ 286.40
		Child Development (12)	\$ (15.66)
		Cafeteria (13)	\$ (3,881.56)
		Payroll Revolving (76)	\$ 820.17
Payroll and Payroll Vendor Warrants	97867240 - 97868158		<b>\$ 4,684,906.39</b>
		General (01)	\$ 1,336,394.93
		Charter (09)	\$ 36,242.07
		Adult Education (11)	\$ 8,734.14
		Child Development (12)	\$ 49,511.37
		Payroll Revolving (76)	\$ 3,175,443.07
Payroll ACHs and Payroll Vendor EFTs	ACH 01374315 - 01380871 EFT 00000064 - 00000067		<b>\$ 18,807,644.24</b>
		General (01)	\$ 17,154,691.85
		Charter (09)	\$ 513,951.92
		Adult Education (11)	\$ 194,825.63
		Child Development (12)	\$ 421,175.40
		Cafeteria (13)	\$ 422,417.96
		Building (21)	\$ 13,960.25
		Self Insurance (67/68)	\$ 22,714.34
		Payroll Revolving (76)	\$ 63,906.89
County Wire Transfers for Benefit, Debt & Tax	9700349500 - 9700349524		<b>\$ 31,384,072.38</b>
		General (01)	\$ 78,180.95
		Payroll Revolving (76)	\$ 31,305,891.43
<b>Total</b>	<b>8735 items</b>		<b>\$ 86,225,505.53</b>

Warrants, Checks and Electronic Funds Transfers

JULY 2021

<u>Account</u>	<u>Document Numbers</u>	<u>Fund</u>	<u>Amount</u>
County Accounts Payable Warrants	97392744 - 97393532		<b>\$ 24,736,173.95</b>
		General (01)	\$ 19,330,422.99
		Charter (09)	\$ 166,484.50
		Adult Education (11)	\$ 308,427.52
		Child Development (12)	\$ 2,585.86
		Cafeteria (13)	\$ 736,445.58
		Building (21)	\$ 2,476,083.16
		Developer Fees (25)	\$ 802,373.34
		Self Insurance (67)	\$ 12,010.95
		Self Insurance (68)	\$ 868,076.77
		Payroll Revolving (76)	\$ 33,263.28
Alternate Cash Revolving Checks	00002057 - 00002066		<b>\$ 18,028.70</b>
		General (01)	\$ 10,848.13
		Charter (09)	\$ (6,936.79)
		Adult Education (11)	\$ 3,995.00
		Child Development (12)	\$ (58.06)
		Cafeteria (13)	\$ 9,487.24
		Building (21)	\$ (608.80)
		Self Insurance (67/68)	\$ (92.73)
		Payroll Revolving (76)	\$ 1,394.71
Payroll and Payroll Vendor Warrants	97868159 - 97868696		<b>\$ 1,333,846.98</b>
		General (01)	\$ 675,795.77
		Charter (09)	\$ 29,832.72
		Adult Education (11)	\$ 3,973.73
		Child Development (12)	\$ 31,283.47
		Cafeteria (13)	\$ 32,328.05
		Building (21)	\$ 7,973.66
		Payroll Revolving (76)	\$ 552,659.58
Payroll ACHs and Payroll Vendor EFTs	ACH 01380872 - 01385345 EFT 00000068 - 00000070		<b>\$ 14,359,875.79</b>
		General (01)	\$ 13,055,991.61
		Charter (09)	\$ 407,076.15
		Adult Education (11)	\$ 148,286.83
		Child Development (12)	\$ 337,840.02
		Cafeteria (13)	\$ 314,804.71
		Building (21)	\$ 19,990.82
		Self Insurance (67/68)	\$ 23,818.79
Payroll Revolving (76)	\$ 52,066.86		
County Wire Transfers for Benefit, Debt & Tax	0 - 0		<b>\$ -</b>
		General (01)	
<b>Total</b>	<b>5814 items</b>		<b>\$ 40,447,925.42</b>



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item #12.1f

**Meeting Date:** September 2, 2021

**Subject:** **Approve Resolution No.3221: Resolution of Intention to Convey Utility Easement Entitlements to the Sacramento Municipal Utilities District for Transportation Services**

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference/Action
- Action
- Public Hearing

**Division:** Facilities Support Services

**Recommendation:** Approve Resolution No.3221, which provides notice of a Public Hearing and the adoption of the SMUD Easement Entitlements Resolution at its regularly scheduled Board Meeting on September 16, 2018 at 6:00 PM.

**Background/Rationale:** The District is currently working on installing bus chargers at Transportation Services and the Sacramento Municipal Utilities District (SMUD), has jurisdiction over the electrical distribution facilities to serve Transportation Services. SMUD requires a utility easement to provide electrical services to Transportation Services.

Pursuant to Education Code 17557, the District must adopt a Resolution of Intention to dedicate or convey any District property prior to the adoption of a Resolution which dedicates or conveys property and provide notice of a Public Hearing.

Pursuant to Education Code 17558, copies of the adopted Resolution of Intention must be posted in three public places within the District not less than 10 days before the date of the meeting and publish the notice in a newspaper of general circulation not less than 5 days before the date it plans to provide a Public Hearing and adopt the Resolution.

**Financial Considerations:** N/A

**LCAP Goal(s):** Operational Excellence

**Documents Attached:**

1. Resolution No.3221

**Estimated Time of Presentation:** N/A  
**Submitted by:** Rose F. Ramos, Chief Business Officer  
**Approved by:** Jorge A. Aguilar, Superintendent

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION**

**RESOLUTION NO. 3221**

**RESOLUTION OF INTENTION TO CONVEY UTILITY EASEMENT ENTITLEMENTS  
TO THE SACRAMENTO MUNICIPAL UTILITIES DISTRICT  
FOR TRANSPORTATION SERVICES**

**WHEREAS**, the Sacramento City Unified School District (“District”) is in the process of installing bus chargers at the Transportation Services located at 7050 San Joaquin St., in the City of Sacramento; and

**WHEREAS**, the Sacramento Municipal Utilities District (“SMUD”) has jurisdiction regarding electric distribution facilities and requirements to serve the Transportation Services (collectively, “facilities”); and

**WHEREAS**, SMUD requires a utility easement and related facility entitlements and requirements for the facilities (collectively, “utility entitlements”); and

**WHEREAS**, pursuant to the Education Code, the District must adopt this Resolution of Intention, by a two-thirds vote, and establish a time at a subsequent Board meeting to hold a public hearing in order to consider adoption of a resolution, by the same vote, for the actual approval of the utility entitlements (the “SMUD Easement Entitlements Resolution”); and

**WHEREAS**, the SMUD facilities are necessary to support the facilities.

**NOW, THEREFORE, BE IT RESOLVED** by the Sacramento City Unified School District Board of Education which finds and determines as follows:

1. Adopts the foregoing recitals as true and correct.
2. Pursuant to Education Code 17557, hereby determines that the Board will hold a public hearing and consider the adoption of the SMUD Easement Entitlements Resolution at its regularly scheduled Board meeting on September 16, 2021 at 6:00 p.m., or as soon thereafter as the matter may be heard on the agenda.
3. Authorizes the Superintendent, or his designee, to provide notice of the Board meeting set forth above as required by law.

**PASSED AND ADOPTED** by the Sacramento City Unified School District Board of Education on this \_\_\_\_ day of \_\_\_\_\_, 20\_\_, by the following vote:

AYES: \_\_\_\_\_  
NOES: \_\_\_\_\_  
ABSTAIN: \_\_\_\_\_  
ABSENT: \_\_\_\_\_

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Christina Pritchett  
President of the Board of Education

ATTESTED TO:

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Jorge A. Aguilar  
Secretary of the Board of Education



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 12.1g

**Meeting Date:** September 2, 2021

**Subject:** Approve request to add a new Council on Occupational Education program Manufacturing Technician to CTE Programs at Charles A. Jones Career and Education Center

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference/Action
- Action
- Public Hearing

**Division:** Academic Office

**Recommendation:** Approve adding new program

**Background/Rationale:** CAJ has been successfully operating a Manufacturing Pre-Apprenticeship program launched in October 2020 in partnership with Sacramento Valley Manufacturing Alliance (SVMA), providing 90 hours of introductory training in manufacturing processes. After consulting with our SVMA industry advisory partners, CAJ has designed a new expanded Manufacturing Technician program that will allow students to take a deeper dive into manufacturing processes. The expanded program will include pre-apprenticeship training, plus an additional 990 hours of training in a variety of processes, leading to numerous industry certifications (for a total of 1080 hours of program training). Students completing the Manufacturing Technician program will enter the workforce as an entry-level manufacturing technician, earn industry-recognized certifications, and qualify to enter an employer-sponsored apprenticeship program. Successful students will earn a 10-hr Cal/OSHA General Industry training card, Certified Forklift Operator Card, and pass the SME Certified Manufacturing Associate (CMfgA) exam in the program's first units. Students will learn a wide breadth of skills that prepare them for certification through the National Institute of Metalworking Standards (NIMS) and the American Welding Society (AWS) for appropriate processes. The students will be able to interpret manufacturing documentation to set up, operate, and troubleshoot manufacturing equipment. The students who completes the program will have the foundational skills to prepare them for entry-level manufacturing technician roles in welding, assembly, machining, quality, and material handling. Once fully implemented, this program will qualify for federal financial aid. Students who successfully complete this program will receive apprenticeship credit for multiple levels in at least two career paths. Qualifying for higher levels in apprenticeship equals a higher starting wage.

**Financial Considerations:** None

**LCAP Goal(s):** College, Career and Life Ready Graduates, Operational Excellence

**Documents Attached:**

1. Adult Education Course Outline – Manufacturing Technician program
2. SVMA Letter of Support
3. Signature page for approvals to add new CAJ program
4. Manufacturing Occupational Outlook Employment Statistics
5. List of CDE Courses approved for SCUSD Adult Education programs

<p><b>Estimated Time of Presentation:</b> N/A <b>Submitted by:</b> Christine Baeta, Chief Academic Officer <b>Approved by:</b> Jorge A. Aguilar, Superintendent</p>
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Sacramento City Unified School District

**ADULT EDUCATION COURSE OUTLINE**

**PROGRAM AREA:** Career Technical Education

**COURSE NUMBER:** \_\_\_\_\_

**ADULT SCHOOL:** Sacramento City Unified School District

**UPDATED:** January 28, 2021

**SCHOOL SITE:**

Charles A. Jones Career and Education Center **TOTAL HOURS:** 1080

**COURSE TITLE:** Manufacturing Technician

**COURSE DESCRIPTION:**

This program prepares the student with the principles and technical skills for the manufacture of products. The core competencies related to industrial processes covered in this program are rooted in Cal/OSHA, SME, NIMS, and AWS standards. The training contains fundamental manufacturing process knowledge and skills, including troubleshooting manufacturing problems through hands-on experiential learning. After completing the training, students will have the knowledge and technical competency for entry-level employment in the manufacturing industry, trade apprenticeships, and industry-standard certifications.

**I. ADMISSION REQUIREMENTS**

- High school diploma
- Right to Work documentation
- Assessment test with a passing score of 239 for reading and 236 for math
- Cal Jobs registration
- SETA Job Center intake and required workshops
- Attend the one-time Orientation Session on the Charles A. Jones Career and Education Center campus

**II. PROGRAM CONTENT THAT IS CONSISTENT WITH DESIRED STUDENT LEARNING OUTCOMES:**

To provide students with the basic manufacturing skill and knowledge to enter the workforce as an entry-level manufacturing technician, enter an employer-sponsored apprenticeship program, and earning industry-recognized certifications. Successful students will earn a 10-hr Cal/OSHA General Industry training card, Certified Forklift Operator Card, and pass the SME Certified Manufacturing Associate (CMfgA) exam in the program's first units. Students will learn a wide breadth of skills that prepare them for certification through the National Institute of Metalworking Standards (NIMS) and the American Welding Society (AWS) for appropriate processes. The students will be able to interpret manufacturing documentation to set up, operate, and troubleshoot manufacturing equipment. The students who complete the program will have the foundational skills to prepare them for entry-level manufacturing technician roles in welding, assembly, machining, quality, and material handling.

**III. PROGRAM LENGTH:**

Manufacturing Technician course is 1080 hours in length, approximately 9 months, 36 instructional weeks.

**PROGRAM OBJECTIVES:**

Upon successful completion of this course, the student will gain the skills and knowledge necessary to perform the following manufacturing tasks:

- A. Acquire and accurately use manufacturing sector terminology and protocols at the career readiness level for communicating effectively in verbal and written formats.
- B. Use existing and emerging technology to produce products and services required in the manufacturing workplace environment.
- C. Create alternative solutions to solve a problem unique to the manufacturing sector using critical and creative thinking, logical reasoning, and problem-solving techniques.
- D. Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the manufacturing workplace environment.
- E. Apply essential technical knowledge and skills common in the manufacturing sector, following procedures when performing technical tasks.

- F. Demonstrate and apply the knowledge and skills contained in industry standards in the classroom, laboratory, and workplace settings.
- G. Validate that a provided part meets specifications from its engineering drawing by comparing specifications by demonstrating proper technique using appropriate precision measuring tools.
- H. Describe and layout a project according to specifications or engineering drawings.
- I. Demonstrate proper technique with layout tools and work-holding devices such as three- and four-jaw chucks, collet chucks, angle plates, sine bars, parallels, and v-blocks to machine a real part.
- J. Research and compare the properties of two metals using two different material specifications and a process specification.
- K. Demonstrate a saw operation(s) to produce a length of bar stock to specification.
- L. Demonstrate bending, shaping, other metal forming, and fabrication techniques, including processes such as basic hand filing, knurling on a lathe, forging metal shapes or objects, green sand casting, sheet metal machines, spot welding equipment or rivets, cold form bending with cold forming machinery or homemade devices, and shapes to achieve a specific design specification.
- M. Identify and select the right grinding wheel, perform wheel dressing, and grind the provided part/material to the size and surface finish specifications provided.
- N. Perform a series of routine boring operations from a set of specifications or a drawing and explain the selection of proper tools for each step of the process.
- O. Describe and demonstrate the machining of an external and internal taper, knurled part, and threaded and bored part on an engine lathe to plan specification or drawing to produce a part and measure each end diameter within tolerance.
- P. Produce parts to specification using a boring head or angular cutting with a sine bar, a keyway, and pockets with a typical vertical mill.
- Q. Produce parts to specifications or drawings provided on computer numerical controlled (CNC) machines.
- R. Demonstrate common functions or controls through manual input and through programmed input.
- S. Demonstrate an understanding of basic G and M Code Programming and the use of the Cartesian coordinate system and machine axis.
- T. Demonstrate how materials can be processed through the use of welding tools and equipment.
- U. Differentiate and apply various types of welding assembly processes.
- V. Understand finishing processes and the differences between various types of finishing materials used in the manufacture of products.
- W. Understand and defend the purposes and processes of inspection and quality control in manufacturing processes.
- X. Explore and understand various welding systems that require standard hand and machine tools.

- Y. Understand various automated welding systems, welding design for manufacturing, flexible manufacturing systems, and materials resource planning.
- Z. Understand various joining or combining processes, including welding processes used in manufacturing, maintenance, and repair.

#### **IV. COMPETENCY TESTS:**

Students will complete online unit module exams for online lessons in SME ToolingU. Students also complete separate written exams and hands-on competency evaluations for certifications to OSHA, SME, and NIMS standards for related topics. Final exams are conducted at the end of each program block. The instructor also observes student performance and learning through informal formative assessment.

#### **LEARNING ACTIVITIES:**

**(NOTE: These are ESTIMATED times and can fluctuate based on student performance and industry (advisory committee) input)**

### **Units of Instruction and total hours of instruction**

#### **1. Introduction To Manufacturing Processes and Safety (90 hrs.)**

- 1.1. Introduction to the five major types of manufacturing processes
  - 1.1.1. Additive
  - 1.1.2. Subtractive
  - 1.1.3. Forming
  - 1.1.4. Joining
  - 1.1.5. Surface finishing
- 1.2. Demonstrate safe operation and use of general hand and power tools
- 1.3. Terminology & common components
- 1.4. Overview of quality
- 1.5. Overview of manufacturing operations
- 1.6. General Industry Safety & Health (10-hr Cal/OSHA card)
- 1.7. Industrial Lift Truck (Forklift) operation & safety (Certified operator card)
- 1.8. Prepare for the SME Certified Manufacturing Associate (CMfgA) exam

#### **2. Manufacturing Operations, Planning and Logistics (90 hrs.)**

- 2.1. Overview of manufacturing operations flow
  - 2.1.1. Estimating and Quoting

- 2.1.2. Order entry
- 2.1.3. Purchasing, Purchase orders (PO)
- 2.1.4. Project planning, Work orders (WO) & traveler packages
- 2.1.5. Packing Slips (PS)
- 2.1.6. Bills of Lading (BL)
- 2.1.7. Basic functions of Material/Enterprise Resource Planning (MRP/ERP) systems
- 2.2. Logistics
  - 2.2.1. MRP/ERP system transactions
    - 2.2.1.1. Receiving
    - 2.2.1.2. Work In Progress (WIP) transactions
    - 2.2.1.3. Finished goods inventory
    - 2.2.1.4. Shipping
  - 2.2.2. Material handling
    - 2.2.2.1. Forklift activities
    - 2.2.2.2. Packaging
    - 2.2.2.3. Lifting (hoists, cranes, and slings)
    - 2.2.2.4. Physical inventory
    - 2.2.2.5. Tool crib (room) management

### **3. Quality Control and Metrology (90 hrs.)**

- 3.1. Overview of Quality Systems
  - 3.1.1. AS9100
  - 3.1.2. ISO900x
  - 3.1.3. 5S
  - 3.1.4. Six Sigma
- 3.2. Manufacturing Documentation
  - 3.2.1. Blueprint reading
  - 3.2.2. Basics of tolerance
  - 3.2.3. Quality Inspection Reports (QIR)
  - 3.2.4. Discrepancy tags and Discrepancy Material Reports (DMR)
  - 3.2.5. Material Review Board (MRB)
- 3.3. Metrology
  - 3.3.1. Basics of measurement
  - 3.3.2. Reading dials and vernier scales
  - 3.3.3. Layout dye and scribing
  - 3.3.4. Use of calipers
  - 3.3.5. Use of micrometers
  - 3.3.6. Use of height gages
  - 3.3.7. Use of gage blocks
  - 3.3.8. Use of gage pins
  - 3.3.9. Use of Go-Nogo gages, including thread gages
  - 3.3.10. Inspection of threads

- 3.3.11. Inspection of surface roughness
- 3.3.12. Inspection of material hardness
- 3.3.13. Surface plate set-up and care including:
  - 3.3.13.1. Sine bar and gage block stack calculation
  - 3.3.13.2. Angle plates
  - 3.3.13.3. Vee-blocks
- 3.4. Coordinate Measurement Machine (CMM)
  - 3.4.1. Cartesian coordinate system and six degrees of freedom
  - 3.4.2. Importation of Computer-Aided Design solid model data
  - 3.4.3. Conceptual programming flow
  - 3.4.4. Machine set-up
  - 3.4.5. Operating CMM and output of QIR data
- 3.5. Inspection of projects by interpreting drawings and manufacturing specifications
- 3.6. Prepare for applicable NIMS certification exam(s)

#### **4. Manual/CNC Cutting & Separation (90 hrs.)**

- 4.1. Overview of cutting and separation processes
- 4.2. Identify and apply basic hand tools and deburring techniques associated with cutting and separation processes
- 4.3. Demonstrate safe operation of basic pneumatic and power tools
  - 4.3.1. Pedestal grinders, including wheel selection
- 4.4. Demonstrate safe operation manual machines:
  - 4.4.1. Bandsaws (horizontal and vertical configurations)
  - 4.4.2. Sheers (mechanical, hydraulic, and power)
  - 4.4.3. Abrasive wheel saws
  - 4.4.4. Ironworker cutting operations
- 4.5. Overview of XY table CNC cutting machine types and configurations
- 4.6. Review of cartesian coordinate systems as related to XY table CNC cutting machines
- 4.7. Demonstrate safe operation XY table CNC cutting machines
  - 4.7.1. CNC plasma jet cutter
  - 4.7.2. CNC water jet cutter
  - 4.7.3. CNC laser engraving/cutter
- 4.8. Perform in-process and final inspection techniques for cutting and separation processes
- 4.9. Construct projects by interpreting drawings and manufacturing specifications
- 4.10. Prepare for applicable NIMS certification exam(s)

#### **5. Sheet Metal Fabrication (90 hrs.)**

- 5.1. Overview of sheet metal processes
- 5.2. Identify and apply hand tools and deburring techniques associated with sheet metal fabrication processes
- 5.3. Demonstrate safe operation manual machines:

- 5.3.1. Brakes (pan & press)
- 5.3.2. Sheers (mechanical, hydraulic, and power)
- 5.3.3. Notchers
- 5.3.4. Rolls
- 5.3.5. Tube Benders
- 5.3.6. Flanging machines
- 5.3.7. Punches
- 5.4. Demonstrate safe operation of CNC cutting machines
  - 5.4.1. CNC punch
- 5.5. Sheet metal hardware and safe fabrication techniques
  - 5.5.1. Basics of threaded and non-threaded sheet metal fasteners
  - 5.5.2. Riveting
  - 5.5.3. Swaging
- 5.6. Perform in-process and final inspection techniques for sheet metal fabrication processes
- 5.7. Construction of projects by interpreting drawings and manufacturing specifications
- 5.8. Prepare for applicable NIMS certification exam(s)

## **6. Finishing Processes (40 hrs.)**

- 6.1. Overview of the part finishing processes
  - 6.1.1. Mechanical
  - 6.1.2. Chemical
    - 6.1.2.1. Plating
    - 6.1.2.2. Anodizing
    - 6.1.2.3. Passivation
    - 6.1.2.4. Alodine
    - 6.1.2.5. Heat treatment
  - 6.1.3. Coatings
    - 6.1.3.1. Spray painting (liquid, dry powder)
    - 6.1.3.2. Dip coatings
    - 6.1.3.3. Disposition coatings
- 6.2. Identify and apply basic hand tools and deburring techniques associated with finishing processes
- 6.3. Identify and apply the basics of hand finishing and handling of manufactured parts
- 6.4. Demonstrate safe operation manual machines:
  - 6.4.1. Media blasters (sand, bead, etc.)
  - 6.4.2. Grinders
  - 6.4.3. Buffers
  - 6.4.4. Tumblers
  - 6.4.5. Spray coating equipment
- 6.5. Perform in-process and final inspection techniques for finishing processes
- 6.6. Construct projects by interpreting drawings and manufacturing specifications
- 6.7. Prepare for applicable NIMS certification exam(s)

## **7. Electromechanical Assembly (40 hrs.)**

- 7.1. Overview of electromechanical processes
- 7.2. Identify and apply basic hand tools associated with mechanical assembly
- 7.3. Demonstrate safe operation manual machines:
  - 7.3.1. Presses (arbor, hydraulic)
  - 7.3.2. PEM inserting machine
  - 7.3.3. Ultrasonic inserting, welding, staking machines
- 7.4. Demonstrate safe operation of CNC cutting machines
  - 7.4.1. CNC dot peening
  - 7.4.2. CNC laser engraving
- 7.5. Perform in-process and final inspection techniques for mechanical assembly processes
- 7.6. Identify and apply mechanical assembly hardware and fabrication techniques
  - 7.6.1. Advanced threaded and non-threaded fasteners
  - 7.6.2. Mechanical components
  - 7.6.3. Pressing interference fit hardware
  - 7.6.4. Solvent welding
  - 7.6.5. Ultrasonic welding
  - 7.6.6. Basic thread taps and dies
  - 7.6.7. Basics of lubricants, adhesives, sealants, and thread locking compounds
- 7.7. Identify and apply basic hand tools associated with electromechanical assembly
- 7.8. Demonstrate safe operation manual machines:
  - 7.8.1. Soldering irons & soldering guns
  - 7.8.2. Digital Multi-Meters (DMMs)
  - 7.8.3. Heat shrink and crimping equipment
- 7.9. Perform in-process and final inspection techniques for electromechanical assembly processes
- 7.10. Identify and apply electromechanical assembly hardware and processes
  - 7.10.1. Circuit boards and solid-state hardware
  - 7.10.2. Wiring harness connectors
  - 7.10.3. Heat shrinking
  - 7.10.4. Wire labeling
  - 7.10.5. Crimping hardware
  - 7.10.6. Basics of soldering, de-soldering, fluxes, and insulating compounds
- 7.11. Troubleshoot electrical connections through continuity testing
- 7.12. Construct projects by interpreting drawings and manufacturing specifications

## **8. Welding Fabrication (105 hrs.)**

- 8.1. Overview of welding processes
- 8.2. Identify and apply basic hand tools and deburring techniques associated with welding processes
- 8.3. Demonstrate the use of welding safety procedures and Personal Protective Equipment (PPE)



- 8.4. Apply welding set-up and layout techniques
- 8.5. Apply welding fixture techniques
- 8.6. Demonstrate safe operation of basic pneumatic and power tools associated with welding fabrication
  - 8.6.1. Handheld grinders
  - 8.6.2. Abrasive saws
- 8.7. Demonstrate safe operation manual machines:
  - 8.7.1. Oxy/Fuel welding, cutting, and brazing
  - 8.7.2. Arc welders, MIG, TIG & Stick Rod
  - 8.7.3. Plasma cutter
  - 8.7.4. Resistance welders (spot welding)
  - 8.7.5. Ironworker
- 8.8. Demonstrate Safe operation of CNC machines:
  - 8.8.1. CNC Plasma cutter
- 8.9. Perform in-process and final inspection techniques for welding processes
- 8.10. Construct projects by interpreting drawings and manufacturing specifications
- 8.11. Prepare for applicable NIMS and/or AWS certification exam(s)

## **9. Manual/CNC Turning (105 hrs.)**

- 9.1. Overview of lathe types and configurations
- 9.2. Basic hand tools and deburring techniques associated with lathe machining
- 9.3. Review of cartesian coordinate systems as related to the axis of motion of lathes
- 9.4. Basics of lathe cutting tools, tool holding, and work holding systems
- 9.5. Calculate speed and feed parameters for lathe operations
- 9.6. Demonstrate safe set-up and operation manual lathes:
- 9.7. Demonstrate safe set-up and operation of CNC lathes, including basic G & M codes
- 9.8. Perform in-process and final inspection techniques for lathe machining processes
- 9.9. Construct projects by interpreting drawings and manufacturing specifications
- 9.10. Prepare for applicable NIMS certification exam(s)

## **10. Manual/CNC Milling (105 hrs.)**

- 10.1. Overview of milling machine types and configurations
- 10.2. Basic hand tools and deburring techniques associated with milling machining
- 10.3. Review of cartesian coordinate systems as related to the axis of motion of milling machines
- 10.4. Basics of milling cutting tools, tool holding, and work holding systems
- 10.5. Calculate speed and feed calculations for lathe operations
- 10.6. Demonstrate safe set-up and operation of manual vertical mills:
- 10.7. Demonstrate safe set-up and operation of CNC mills, including basic G & M codes
- 10.8. Perform in-process and final inspection techniques for milling machining processes
- 10.9. Construct projects by interpreting drawings and manufacturing specifications
- 10.10. Prepare for applicable NIMS certification exam(s)

## **11. Automation and Additive Manufacturing (40 hrs.)**

- 11.1. Overview of automation processes
  - 11.1.1. Demonstrate the safe operation of pick and place robotics
- 11.2. Overview of additive manufacturing processes and technology
  - 11.2.1. Casting
  - 11.2.2. Molding
  - 11.2.3. SLS
  - 11.2.4. SLA
  - 11.2.5. FDM
  - 11.2.6. LOM
- 11.3. Demonstrate safe operation of Additive Manufacturing FDM equipment (3D Printing)
- 11.4. Prepare for the SME Additive Manufacturing certification (AM) exam

## **12. Capstone Project (105 Hrs.)**

- 12.1. Culminating project demonstrating skills learned in the program
- 12.2. Select from several pre-determined project options
- 12.3. Construct project by interpreting drawings and manufacturing specifications
- 12.4. Students may propose a concept for approval for the capstone project provided:
  - 12.4.1. The project reflects elements from each unit in the program
  - 12.4.2. Obtain senior faculty approval for the project

**Total program hours 1,080**

## **V. INSTRUCTIONAL MATERIALS:**

Various instructional techniques are used, including instructor demonstrations, computer-based tutorials, multimedia presentations, and individual and group projects. Software resources for CAD/CAM programming, CNC code editing, shop floor, and material resource management will also be used to provide an authentic real-life experiential learning environment in the lab. Raw materials and components to support lab activities and manipulatives for demonstration.

## **VI. EQUIPMENT:**

The following types of equipment are used throughout the course:

- Horizontal and Vertical Bandsaws
- Drill Presses
- Sheers
- Pan Break

Hydraulic press  
Sheet metal roll  
Ironworker  
Notchers  
Manual Lathes  
Manual Mills  
CNC Lathes  
CNC Mills  
CNC plasma cutters  
CNC waterjet  
OXY/Fuel Torch  
Arc welders  
Soldering Irons  
3D printers  
Laser engravers  
Coordinate Measurement Machines  
Metrology bench tools  
Hand tools for machine shop, assembly, and welding shops  
Blasting and finishing equipment  
Painting and paint prep. equipment  
Home/Industrial/serger sewing machines  
Industrial Robotics & automation equipment

**VII. METHOD OF PROGRAM EVALUATION:**

Students complete online module exams for each online module in the SME ToolingU and have both periodic mid-unit formative assessment and end of unit assessments based on specific unit topics covered by lecture topics. Industry certification exams based on SME, NIMS, AWS, Cal/OSHA, and other industry groups will be offered at appropriate program milestones. Assessments may be in the form of paper or online tests, hands-on skills demonstration activities, and unit signature projects. The last unit in the program is a culminating capstone project that tests the program's skills that simulate an authentic, real-world manufacturing project. Grading is to be 50% based on exams and quizzes and 50% on lab-based activities.

**VIII. LEVEL OF SKILLS AND/OR PROFICIENCY REQUIRED FOR COMPLETION:**

Each student is required to achieve a score of 75% overall mastery to complete the program successfully. The mastery of individual industry certification exams is governed

by the accrediting organization and may vary by organization, but typically range from 70%-80%. Students are not required to complete the course to be able to sign up for industry certification examinations. However, it is highly recommended that students finish the program designed to prepare them to perform well on the exams.

**IX. APPROPRIATE DELIVERY FORMATS FOR THE SUBJECT MATTER BEING TAUGHT:**

The delivery formats of content delivered to students is through a hybrid of classroom, laboratory, and computer-based instruction, which students will complete according to a defined schedule. Copies of instructional materials will be made available as requested by each student. Students will also have instructional time applied to hands-on applications in the manufacturing lab environment simulating, including documentation and software typical in a modern manufacturing environment.



To Whom It May Concern:

As representatives of the Sacramento Valley Manufacturing Alliance (SVMA), we hereby express our enthusiastic support for the CAJ Manufacturing Technician program. The mission of SVMA is to enhance and grow the manufacturing workforce through our collaboration with education and workforce development partners in the Sacramento Region.

CAJ has been successfully operating a Manufacturing Pre-Apprenticeship program launched in October 2020 in partnership with SVMA, providing 90 hours of introductory training in manufacturing processes. After consulting with SVMA industry advisory partners, CAJ has designed a new expanded Manufacturing Technician program that will allow students to take a deeper dive into manufacturing processes. The expanded program will include pre-apprenticeship training, plus an additional 990 hours of training in a variety of processes, leading to numerous industry certifications (for a total of 1080 hours of program training). Students completing the Manufacturing Training program will enter the workforce as an entry-level manufacturing technician, earn industry-recognized certifications, and qualify to enter an employer-sponsored apprenticeship program. Successful students will earn a 10-hr Cal/OSHA General Industry training card, Certified Forklift Operator Card, and pass the SME Certified Manufacturing Associate (CMfgA) exam in the program's first units. Students will learn a wide breadth of skills that prepare them for certification through the National Institute of Metalworking Standards (NIMS) and the American Welding Society (AWS) for appropriate processes.

Based on the success and quality of the CAJ Introduction to Manufacturing course, employers throughout the Sacramento region are very excited about the extended Manufacturing Technician program. The SVMA Apprenticeship program is designed to be competency based and modular enough to accommodate multiple career pathways. Each career path has distinct levels that reflect specific skill gains. Students that complete the extended Manufacturing Technician program will receive credit for multiple levels in at least two career paths. Qualification for higher levels equals a higher starting wage.

We are committed to collaborating with CAJ and are in strong support of the proposal to expand the training program.

Sincerely,

A handwritten signature in black ink that reads "Michael M. Bell".

Michael M. Bell  
Chair, SVMA Workforce Development Committee  
CEO, Synbyo

A handwritten signature in black ink that reads "Dean Peckham".

[Dean Peckham](#)  
Executive Director, SVMA

**Charles A. Jones Career and Education Center – 323100**  
**Request for Program Changes Under 25%**

New Program Name to Add	Program Hours	NCES Classification of Instructional Programs (CIP) Code
<b>Manufacturing Technician</b>	<b>1080</b>	<b>15.0613</b>

**The changes herein are approved as noted:**

\_\_\_\_\_  
**Christina Pritchett, Board President (Trustee Area 3)**  
**Sacramento City Unified School District**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Jorge A. Aguilar, Superintendent**

\_\_\_\_\_  
**Date**

# Occupational Outlook - 51-4041 Machinists

Set up and operate a variety of machine tools to produce precision parts and instruments out of metal. Includes precision instrument makers who fabricate, modify, or repair mechanical instruments. May also fabricate and modify parts to make or repair machine tools or maintain industrial machines, applying knowledge of mechanics, mathematics, metal properties, layout, and machining procedures. Machinists who primarily program or operate computer numerically controlled (CNC) equipment are classified in "Computer Numerically Controlled Tool Operators and Programmers" (51-9160).

*Industry profile for Machinists: Industries with the highest levels of employment in Machinists:*

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
<a href="#">Machine Shops; Turned Product; and Screw, Nut, and Bolt Manufacturing</a>	92,070	26.84	\$ 21.97	\$ 45,690
<a href="#">Machinery Manufacturing (3331, 3332, 3334, and 3339 only)</a>	35,200	4.89	\$ 22.66	\$ 47,140
<a href="#">Metalworking Machinery Manufacturing</a>	24,190	14.49	\$ 22.32	\$ 46,420
<a href="#">Fabricated Metal Product Manufacturing (3321, 3322, 3325, 3326, and 3329 only)</a>	22,820	5.05	\$ 22.06	\$ 45,880
<a href="#">Employment Services</a>	21,350	0.67	\$ 19.56	\$ 40,680

Industries with the highest concentration of employment in Machinists:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
<a href="#">Machine Shops; Turned Product; and Screw, Nut, and Bolt Manufacturing</a>	92,070	26.84	\$ 21.97	\$ 45,690
<a href="#">Metalworking Machinery Manufacturing</a>	24,190	14.49	\$ 22.32	\$ 46,420
<a href="#">Engine, Turbine, and Power Transmission Equipment Manufacturing</a>	8,590	9.34	\$ 22.63	\$ 47,070
<a href="#">Other Transportation Equipment Manufacturing</a>	1,990	6.18	\$ 24.75	\$ 51,480
<a href="#">Fabricated Metal Product Manufacturing (3321, 3322, 3325, 3326, and 3329 only)</a>	22,820	5.05	\$ 22.06	\$ 45,880

Top paying industries for Machinists:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
<a href="#">Natural Gas Distribution</a>	40	0.04	\$ 46.38	\$ 96,470
<a href="#">Scheduled Air Transportation</a>	380	0.09	\$ 42.94	\$ 89,320
<a href="#">Local Government, excluding schools and hospitals (OEWS Designation)</a>	1,030	0.02	\$ 40.76	\$ 84,780
<a href="#">Electric Power Generation, Transmission and Distribution</a>	440	0.11	\$ 38.03	\$ 79,100
<a href="#">Petroleum and Coal Products Manufacturing</a>	1,230	1.13	\$ 33.74	\$ 70,180

Metropolitan areas with the highest employment level in Machinists:

Metropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
<a href="#">Chicago-Naperville-Elgin, IL-IN-WI</a>	19,650	4.50	1.74	\$ 21.90	\$ 45,550
<a href="#">Los Angeles-Long Beach-Anaheim, CA</a>	15,220	2.61	1.01	\$ 22.95	\$ 47,740
<a href="#">Houston-The Woodlands-Sugar Land, TX</a>	9,670	3.26	1.26	\$ 24.78	\$ 51,530
<a href="#">Detroit-Warren-Dearborn, MI</a>	9,390	5.28	2.04	\$ 23.12	\$ 48,090
<a href="#">Minneapolis-St. Paul-Bloomington, MN-WI</a>	7,660	4.14	1.60	\$ 25.94	\$ 53,950
<a href="#">New York-Newark-Jersey City, NY-NJ-PA</a>	6,620	0.75	0.29	\$ 25.38	\$ 52,800
<a href="#">Dallas-Fort Worth-Arlington, TX</a>	6,150	1.72	0.66	\$ 22.17	\$ 46,110
<a href="#">Seattle-Tacoma-Bellevue, WA</a>	5,580	2.85	1.10	\$ 28.36	\$ 58,990
<a href="#">Cleveland-Elyria, OH</a>	5,550	5.65	2.18	\$ 20.93	\$ 43,530
<a href="#">Cincinnati, OH-KY-IN</a>	5,230	5.09	1.96	\$ 24.57	\$ 51,110



## 2021 California Wage by County: Machinists

Geography	Median Hourly	Median Annually
California	\$23.01	\$47,845
\$22		
\$45,421		
Anaheim-Santa Ana-Irvine Area	\$21.76	\$45,258
Butte County	\$18.31	\$38,087
East Bay Area	\$27.28	\$56,743
Eastern Sierra Region	\$21.69	\$45,113
Fresno County	\$18.64	\$38,786
Imperial County	\$23.53	\$48,944
Inland Empire Area	\$20.69	\$43,038
Kern County	\$23.75	\$49,407
Kings County	\$22.93	\$47,691
Los Angeles County	\$21.91	\$45,567
Madera County	\$28.65	\$59,596
Merced County	\$22.75	\$47,311
Monterey County	\$24.74	\$51,471
Mother Lode Region	\$22.84	\$47,506
Napa County	\$24.09	\$50,105
North Coast Region	\$24.32	\$50,598
Sacramento Metro Area	\$21.63	\$44,990
San Benito and Santa Clara Counties	\$26.55	\$55,231
San Diego County	\$22.64	\$47,095
San Francisco Bay Area	\$30.85	\$64,148
San Joaquin County	\$23.78	\$49,458
San Luis Obispo County	\$23.67	\$49,232
Santa Cruz County	\$28.33	\$58,928
Santa Maria-Santa Barbara Area	\$23.60	\$49,088
Shasta County	\$28.30	\$58,846
Solano County	\$20.22	\$42,073
Sonoma County	\$25.72	\$53,495
Stanislaus County	\$25.76	\$53,577
Sutter and Yuba Counties	\$21.39	\$44,486
Tulare County	\$18.63	\$38,745
Ventura County	\$23.07	\$47,979

# Occupational Outlook

## 51-4121 Welders, Cutters, Solderers, and Brazers

### Industry profile for Welders, Cutters, Solderers, and Brazers:

Industries with the highest levels of employment in Welders, Cutters, Solderers, and Brazers:

Industry	Employment <a href="#">(1)</a>	Percent of industry employment	Hourly mean wage	Annual mean wage <a href="#">(2)</a>
<a href="#">Fabricated Metal Product Manufacturing (3323 and 3324 only)</a>	68,560	14.48	\$ 21.05	\$ 43,780
<a href="#">Machinery Manufacturing (3331, 3332, 3334, and 3339 only)</a>	58,760	8.17	\$ 21.45	\$ 44,610
<a href="#">Fabricated Metal Product Manufacturing (3321, 3322, 3325, 3326, and 3329 only)</a>	22,610	5.00	\$ 20.85	\$ 43,370
<a href="#">Motor Vehicle Body and Trailer Manufacturing</a>	21,420	14.57	\$ 19.80	\$ 41,180
<a href="#">Foundation, Structure, and Building Exterior Contractors</a>	14,910	1.61	\$ 23.81	\$ 49,520

Industries with the highest concentration of employment in Welders, Cutters, Solderers, and Brazers:

Industry	Employment <a href="#">(1)</a>	Percent of industry employment	Hourly mean wage	Annual mean wage <a href="#">(2)</a>
<a href="#">Railroad Rolling Stock Manufacturing</a>	3,450	15.99	\$ 22.68	\$ 47,170
<a href="#">Motor Vehicle Body and Trailer Manufacturing</a>	21,420	14.57	\$ 19.80	\$ 41,180
<a href="#">Fabricated Metal Product Manufacturing (3323 and 3324 only)</a>	68,560	14.48	\$ 21.05	\$ 43,780
<a href="#">Other Transportation Equipment Manufacturing</a>	3,040	9.43	\$ 23.50	\$ 48,880
<a href="#">Ship and Boat Building</a>	12,550	9.15	\$ 25.35	\$ 52,720

National estimates for Welders, Cutters, Solderers, and Brazers:

Employment estimate and mean wage estimates for Welders, Cutters, Solderers, and Brazers:

Employment <a href="#">(1)</a>	Employment RSE <a href="#">(3)</a>	Mean hourly wage	Mean annual wage <a href="#">(2)</a>	Wage RSE <a href="#">(3)</a>
397,550	0.9 %	\$ 22.45	\$ 46,690	0.3 %

Percentile wage estimates for Welders, Cutters, Solderers, and Brazers:

Percentile	10%	25%	50% (Median)	75%	90%
Hourly Wage	\$ 14.73	\$ 17.37	\$ 21.25	\$ 25.88	\$ 31.85
Annual Wage <a href="#">(2)</a>	\$ 30,640	\$ 36,140	\$ 44,190	\$ 53,820	\$ 66,250

## California 2021 Wages by County: Welders, Cutters, Solderers, and Brazers

Geography	Median Hourly	Median Annually
California	\$22.68	\$47,178
\$21		
\$42,771		
Anaheim-Santa Ana-Irvine Area	\$20.20	\$42,017
Butte County	\$19.83	\$41,251
East Bay Area	\$27.46	\$57,113
Eastern Sierra Region	\$24.03	\$49,982
Fresno County	\$19.78	\$41,148
Imperial County	\$25.47	\$52,991
Inland Empire Area	\$20.08	\$41,764
Kern County	\$20.62	\$42,884
Kings County	\$17.79	\$37,009
Los Angeles County	\$20.75	\$43,152
Madera County	\$21.54	\$44,795
Merced County	\$18.50	\$38,478
Monterey County	\$25.85	\$53,782
Mother Lode Region	\$21.48	\$44,671
Napa County	\$22.97	\$47,763
North Coast Region	\$23.10	\$48,040
Sacramento Metro Area	\$23.73	\$49,345
San Benito and Santa Clara Counties	\$27.53	\$57,254
San Diego County	\$26.14	\$54,368
San Francisco Bay Area	\$27.69	\$57,596
San Joaquin County	\$22.96	\$47,753
San Luis Obispo County	\$20.77	\$43,192
Santa Cruz County	\$25.47	\$52,991
Santa Maria-Santa Barbara Area	\$25.16	\$52,334
Shasta County	\$25.58	\$53,186
Solano County	\$26.32	\$54,737
Sonoma County	\$23.79	\$49,468
Stanislaus County	\$23.93	\$49,776
Sutter and Yuba Counties	\$20.92	\$43,521
Tulare County	\$19.36	\$40,265
Ventura County	\$23.28	\$48,420

# Occupational Outlook- Electro-mechanical Technicians

## Summary

Quick Facts: Electro-mechanical Technicians	
<a href="#">2020 Median Pay</a>	\$59,800 per year \$28.75 per hour
<a href="#">Typical Entry-Level Education</a>	Associate's degree
<a href="#">Work Experience in a Related Occupation</a>	None
<a href="#">On-the-job Training</a>	None
<a href="#">Number of Jobs, 2019</a>	14,600
<a href="#">Job Outlook, 2019-29</a>	3% (As fast as average)
<a href="#">Employment Change, 2019-29</a>	400

### What Electro-mechanical Technicians Do

Electro-mechanical technicians operate, test, and maintain unmanned, automated, robotic, or electromechanical equipment.

### Work Environment

Electro-mechanical technicians work closely with electrical and mechanical engineers. They work in many industrial environments, including energy, plastics, computer and communications equipment manufacturing, and aerospace.

### How to Become an Electro-mechanical Technician

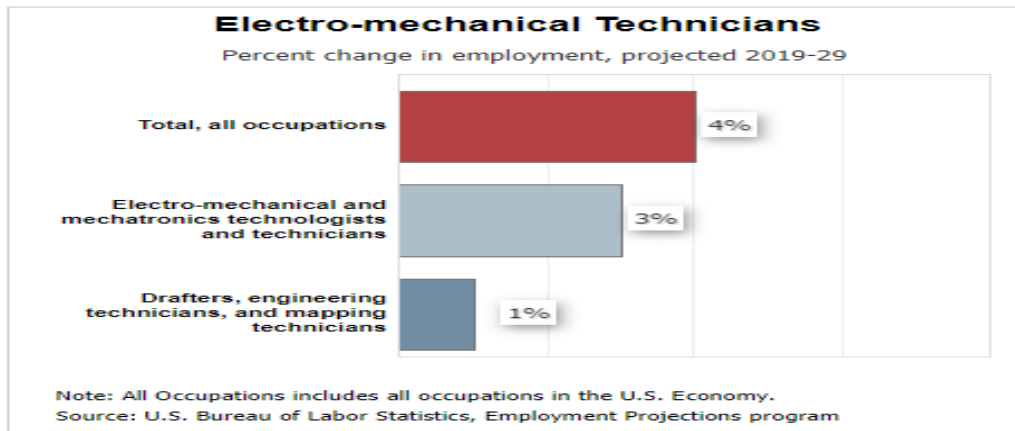
Electro-mechanical technicians typically need either an associate's degree or a postsecondary certificate.

### Job Outlook

Employment of electro-mechanical technicians is projected to grow 3 percent from 2019 to 2029, about as fast as the average for all occupations. Many of these technicians are employed in manufacturing industries, for which employment projections vary. Industries in which new jobs are expected for these workers include machinery manufacturing; motor vehicle parts manufacturing; and navigational, measuring, electro-medical, and control instruments manufacturing.

## Employment Projections data for Electro-mechanical technicians, 2019 to 2029

Occupational Title	SOC Code	Employment, 2019	Projected Employment, 2029	Change, 2019-29	
				Percent	Numeric
<i>SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program</i>					
Electro-mechanical and mechatronics technologists and technicians	17-3024	14,600	15,100	3	400



### California employment level in Electro-Mechanical and Mechatronics Technologists and Technicians Data:

State	Employment	Employment per thousand jobs	Hourly mean wage	Annual mean wage
<a href="#">California</a>	1,970	0.12	\$ 32.13	\$ 66,820

Projected employment	
California	United States
2,500 2018 Employment	14,600 2019 Employment
2,700 2028 Employment	15,100 2029 Employment
8% Percent change	3% Percent change
270 Annual projected job openings	1,300 Annual projected job openings

Data Source: U.S. Bureau of Labor Statistics & Career One Local Data

# California Department of Education

**Date:** June 4, 2021  
**To:** Susan Lytle Gilmore  
A. Warren McClaskey Adult Center  
and Charles A. Jones Career and  
Education Center

**CDS:34 - 67439**

**From:** Cliff Moss  
Education Programs Consultant  
Adult Education Office  
916-327-6378



**Subject:** Course Approval for 2021-22

Your request for approval of the following 37 courses have been received, recorded, and approved for the 2021 - 2022 school year.

Number	Name	Course Outline Year	Study Date
9980	Advanced ESL	2021	
4412	Apparel Manufacturing, Production, and Maintenance	2021	
2102	Basic English	2021	
2402	Basic Mathematics	2021	
9982	Beginning ESL	2021	
4245	Biotechnology I	2021	
4622	Business Support and Services	2021	
5532	Cabinetmaking	2021	
9997	Community Access Skills and Functional Academics	2021	
5860	Court Reporting I-A	2021	
5862	Court Reporting I-B	2021	
5861	Court Reporting Lab I-A	2021	
5863	Court Reporting Lab I-B	2021	
4250	Diagnostic Services	2021	
5632	Emerging Technologies in Manufacturing and Product Development	2021	
9986	ESL MultiLevel	2021	
5633	Exploration of Manufacturing Occupations	2021	
5940	Exploring Technology (General Industrial Arts)	2021	
9983	General ESL	2021	
5634	Graphic Production Technologies	2021	
5516	Heating, Ventilation, and Air Conditioning (HVAC) Systems	2021	
9981	Intermediate ESL	2021	
5501	Introduction to Building and Construction Trades	2021	
4260	Introduction to Pharmacy	2021	
9998	Life Skills and functional Academics	2021	

5635	Machining and Forming Technologies	2021	
5955	Manufacturing Technology (Metal Shop)	2021	
5636	Manufacturing/Materials/Processing/Production	2021	
5637	Manufacturing—Comprehensive	2021	
4275	Medical Office	2021	
4604	Network Engineering	2021	
4279	Nursing Service	2021	
9969	Test Preparation	2021	
4024	Veterinary Science	2021	
5639	Welding Technologies and Fabrication	2021	
5619	Welding Technology	2021	
9996	Workplace Skills and Functional Academics	2021	

You are authorized to expend California Adult Education Program funds for the above courses. It is recommended that you use these Course Titles with additional supporting classes listed when communicating program offerings to the public.

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Course Outlines for all apportionment classes shall be on file and available for review at the adult school or the district office (5 CCR 10508).

To meet optimum educational standards, these course outlines should contain:

- Goals and purposes
- Performance objectives or competencies
- Instructional strategies
- Units of study, with approximate hours allotted for each unit
- Evaluation procedures
- Clear course completion requirements of established goals and objectives

Career Technical Education: Before establishing a Career Technical Education or Occupational Education Program, a job market study of your region must be conducted and reviewed every two years to justify the need for the program being offered. Refer to the Job Market Study in EC 52519; 52520 for more information.

*Education Codes: 1900; 41976; 52506; 52515; 52518; 52570.*

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For Vocational Education courses:

Before establishing a Vocational or Occupational Education Program, you must conduct a job market study in your market area and have it reviewed every two years to justify the vocational program. Refer to the Job Market Study in EC 52519; 52520 for more information.







# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 13.1

**Meeting Date:** September 2, 2021

**Subject:** Business and Financial Information

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference/Action
- Action
- Public Hearing

**Division:** Business Services

**Recommendation:** Receive business and financial information.

**Background/Rationale:** Purchase Order Board Report for the Period of May 15, 2021 through June 14, 2021 and June 15, 2021 through July 14, 2021

**Financial Considerations:** Reflects standard business information.

**LCAP Goal(s):** Family and Community Empowerment; Operational Excellence

**Documents Attached:**

1. Purchase Order Board Report for the Period of May 15, 2021 through June 14, 2021
  - Purchase Order Board Report for the Period of June 15, 2021 through July 14, 2021

<p><b>Estimated Time:</b> N/A <b>Submitted by:</b> Rose Ramos, Chief Business Officer <b>Approved by:</b> Jorge A. Aguilar, Superintendent</p>
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## Includes Purchase Orders dated 05/15/2021 - 06/14/2021 \*\*\*

PO Number	Vendor Name	Description	Location	Fund	Account Amount
B21-00226	UNIVERSITY ART CENTER	MATERIALS/SUPPLIES FOR PAINT SHOP	FACILITIES MAINTENANCE	01	1,070.10
B21-00622	CINTAS CORP LOC.39K	CINTAS SUPPLIES AND SERVICE	RISK MANAGEMENT	01	907,307.69
B21-00739	JOHNNY M FLOTTE JR dba THE FOR KLIFT SERVICE CO	N.S. WAREHOUSE FORKLIFT REPAIR	NUTRITION SERVICES DEPARTMENT	13	2,500.00
B21-00740	MILLER PACKING CO	TO PURCHASE HOT DOGS FOR 20-2021 SY	NUTRITION SERVICES DEPARTMENT	13	3,042.00
B21-00741	WOOLERY ENTERPRISES dba WILLS FRESH FOODS	PASTA SALAD FOR SCHOOL YEAR 20-2021	NUTRITION SERVICES DEPARTMENT	13	13,638.44
CS21-00318	IN CLASS TODAY INC	InClassToday Attendance & Engagement Tool FY 20-21	ENROLLMENT CENTER	01	41,596.00
CS21-00319	DORA J. DOME LAW OFFICES	LEGAL COMPLIANCE TRAINING	SPECIAL EDUCATION DEPARTMENT	01	1,014.00
				01	18,986.00
CS21-00320	MARIA MADRIL HERNANDEZ	STAFF PD - PRESENTATION	THE MET	09	900.00
CS21-00321	RSS CONSULTING LLC	FACILITIES MASTER PLAN-SUPPORT	FACILITIES SUPPORT SERVICES	21	45,500.00
				21	45,500.00
CS21-00322	ALIYAH SIDGE	6th GRADE ART MURAL	OAK RIDGE ELEMENTARY SCHOOL	01	12,600.00
CS21-00323	HENRY FISK	MURALS FOR MAIN HALLWAY AND PLAYGROUND WALL	WOODBINE ELEMENTARY SCHOOL	01	9,000.00
CS21-00324	CONSORTIUM ON REACHING EXCELLENCE IN EDUCATION INC	SIPPS SUPPORT	PACIFIC ELEMENTARY SCHOOL	01	3,375.00
CS21-00325	NOBLE CREATIVE COLLECTIVE	Be Here Brand Development and Web Design	ENROLLMENT CENTER	01	25,000.00
CS21-00326	FACILITRON INC	CIVIC PERMIT ANALYSIS	FACILITIES SUPPORT SERVICES	01	12,250.00
CS21-00327	WINN WINN STRATEGIES	PROFESSIONAL DEVELOPMENT FOR STAFF	OAK RIDGE ELEMENTARY SCHOOL	01	8,500.00
CS21-00328	JESSE DELGADO dba SLMEDIA	LAW- MARKETING	HIRAM W. JOHNSON HIGH SCHOOL	01	20,000.00
CS21-00329	NOBLE CREATIVE COLLECTIVE	Noble Creative FY 20-21 Budget Video/Animation	COMMUNICATIONS OFFICE	01	4,550.00
CS21-00330	DALE SCOTT & CO INC	CONTINUING DISCLOSURE ANNUAL REPORTING	BUSINESS SERVICES	21	5,425.00
CS21-00331	CAPITOL TECH SOLUTIONS	DEVELOP SCOPE FOR N.S. ORDER/INVENTORY SOLUTION	NUTRITION SERVICES DEPARTMENT	13	14,000.00
CS21-00332	EPOCH EDUCATION INC	EQUITY/ANTI-RACISM STAFF TRAINING	DAVID LUBIN ELEMENTARY SCHOOL	01	10,000.00
CS21-00333	FRANKLIN COVEY CLIENT SALES	LEADER IN ME MEMBERSHIP 21/22	ELDER CREEK ELEMENTARY SCHOOL	01	15,869.09
CS21-00334	ASPIRE SPEECH & LEARNING CENTER	AT/AAC INDEPENDENT EVALUATION	SPECIAL EDUCATION DEPARTMENT	01	4,000.00
CS22-00002	SCI CONSULTING GROUP	LEVY ADMIN SERVICES CFD NO. 2 FISCAL YEAR 2021-22	FACILITIES SUPPORT SERVICES	49	15,552.00

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**Includes Purchase Orders dated 05/15/2021 - 06/14/2021 \*\*\***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
N21-00058	GLOBAL TELETHERAPY	AGENCY SERVICES	SPECIAL EDUCATION DEPARTMENT	01	300,000.00
N21-00059	TALKPATH LIVE	AGENCY SERVICES	SPECIAL EDUCATION DEPARTMENT	01	300,000.00
N21-00060	CHARTWELL SCHOOL	NPS EDUCATIONAL SERVICES	SPECIAL EDUCATION DEPARTMENT	01	4,650.00
				01	4,625.00
N21-00061	DISCOVERY CONNECTIONS	RESIDENTIAL PLACEMENT	SPECIAL EDUCATION DEPARTMENT	01	67,363.44
N21-00062	PRESENCELEARNING INC	AGENCY SERVICES	SPECIAL EDUCATION DEPARTMENT	01	300,000.00
P21-03397	Associated Valuation Services	DISTRICT WIDE INVENTORY AUDIT	PURCHASING SERVICES	01	319,066.00
P21-03506	JESSIE RENCOUNTRE	AIEP-BOOKS /VIRTUAL VISIT	YOUTH DEVELOPMENT	01	2,060.00
P21-03553	AMAZON CAPITAL SERVICES	Cristo Rey CARES _ Amazon-various	CONSOLIDATED PROGRAMS	01	1,335.79
				01	43.20
P21-03557	RIVER CITY STADIUM MANAGEMENT	VENUE FOR COMP HIGH SCHOOL GRADUATIONS	DEPUTY SUPERINTENDENT	01	80,210.00
				01	1,202.97
P21-03558	INTECH MECHANICAL COMPANY	COVID - HVAC REPAIRS AT CK MCCLATHY RM 54B	FACILITIES MAINTENANCE	01	1,872.01
P21-03559	GRAINGER INC	COVID - Floor Signage for School Sites	RISK MANAGEMENT	01	65,228.24
P21-03560	C R LAURENCE CO	COVID-19 WINDOW REPAIR MATERIALS	FACILITIES MAINTENANCE	01	2,635.43
P21-03561	THE HOME DEPOT PRO	FACILITIES PURCHASE	HEALTH PROFESSIONS HIGH SCHOOL	01	348.29
P21-03562	AMSTERDAM PRINTING & LITHO	HPHS STAFF/STUDENT ITEMS - INVOICE	HEALTH PROFESSIONS HIGH SCHOOL	01	899.23
				01	899.23
P21-03563	EASTBAY INC	ATHLETIC SUPPLIES	WEST CAMPUS	01	1,099.00
				01	2,123.00
P21-03564	INTERVENTION SOLUTIONS GROUP	Summer School Amira Virtual Tutoring	YOUTH DEVELOPMENT	01	16,300.00
P21-03565	CRAIG SLINGER dba DECORATOR DR APERIES	BLINDS FOR CENTRAL KITCHEN-TEST KITCHEN	NUTRITION SERVICES DEPARTMENT	13	1,383.10
P21-03566	PARTS TOWN LLC	HOBART MIXING BOWL FOR CENTRAL KITCHEN	NUTRITION SERVICES DEPARTMENT	13	2,282.73
P21-03567	MULLER SPORTS	Additional Officiating Invoice - Luther Burbank HS	LUTHER BURBANK HIGH SCHOOL	01	2,910.00
P21-03568	BARCODES LLC	WiFi MODULE FOR CK BARCODE PRINTER	NUTRITION SERVICES DEPARTMENT	13	440.44
P21-03569	INTERVENTION SOLUTIONS GROUP	Multilingual Summer School	YOUTH DEVELOPMENT	01	80,142.15
				01	5,894.50-
P21-03570	CDW GOVERNMENT	STUDENT CHROMEBOOKS	PARKWAY ELEMENTARY SCHOOL	01	4,075.50
				01	176,620.20

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## Includes Purchase Orders dated 05/15/2021 - 06/14/2021 \*\*\*

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P21-03571	MUSICIANS FRIEND	GITARS	HIRAM W. JOHNSON HIGH SCHOOL	01	2,392.39
P21-03572	KLINE MUSIC INC	DRUMLINE/ PERSUSSION	HIRAM W. JOHNSON HIGH SCHOOL	01	2,176.65
P21-03573	TIMS MUSIC	WIND INSTRUMENTS	HIRAM W. JOHNSON HIGH SCHOOL	01	2,038.50
P21-03574	SKIPS MUSIC INC	BASS, CASE AND AMP	HIRAM W. JOHNSON HIGH SCHOOL	01	1,490.93
P21-03576	KAMRAN & CO INC	ELECTRIC APPLIANCES-FLOYD FARMS/NUTRITION SERVICES	NUTRITION SERVICES DEPARTMENT	13	7,350.25
P21-03577	AMAZON CAPITAL SERVICES	WAREHOUSE/TRUCK SUPPLIES	NUTRITION SERVICES DEPARTMENT	13	3,251.68
P21-03578	SWEETWATER MUSIC INSTRUMENTS & PRO AUDIO	INSTRUMENTS AND STANDS/CASES	HIRAM W. JOHNSON HIGH SCHOOL	01	142.22
P21-03579	DESIGN SCIENCE INC	MATHTYPE LICENSE RENEWAL	HIRAM W. JOHNSON HIGH SCHOOL	01	7,869.38
P21-03580	NEWSELA INC	Newsela	NEW TECH	09	641.06
P21-03581	OFFICE DEPOT	Printers	NEW TECH	09	15,930.00
P21-03582	CDW GOVERNMENT	CLASSROOM EQUIPMENT	ROSEMONT HIGH SCHOOL	01	1,239.40
P21-03583	CISION US INC	COMMUNICATIONS CLOUD SUBSCRIPTION 5/14/21-5/13/22	COMMUNICATIONS OFFICE	01	35,862.09
P21-03584	PROFESSIONAL PLASTICS	COVID-19 PLEXIGLASS FOR DISTRICT SITES	FACILITIES MAINTENANCE	01	14,000.00
P21-03585	AMERICAN CHILLER SERV INC	COVID-19 KIT CARSON HVAC UNIT RENTAL	FACILITIES MAINTENANCE	01	6,253.13
P21-03586	DIABLO BOILER & STEAM INC	REQUIRED ANNUAL BOILER TUNING & TESTING	FACILITIES MAINTENANCE	01	18,835.00
P21-03587	CALIFORNIA DEPT OF GENERAL SERVICES	0525-434 JFK CORE DGS	FACILITIES SUPPORT SERVICES	21	11,165.00
P21-03588	GRAINGER INC	COVID-19 - PRESSURE WASHER, COLD WATER	BUILDINGS & GROUNDS/OPERATIONS	01	9,660.00
P21-03589	ELK GROVE AUTO GROUP	COVID-19 - 2019 RAM 2500 CREW CAB 4X2	BUILDINGS & GROUNDS/OPERATIONS	01	32,112.35
P21-03590	NATIONAL AQUATICS SERVICES	INSTALLATION OF DRAIN COVERS FOR HS POOLS	FACILITIES MAINTENANCE	01	6,686.65
P21-03591	CURRICULUM ASSOCIATES LLC	i-Ready	CURRICULUM & PROF DEVELOP	01	32,454.31
P21-03592	ANIXTER INC	COVID-19 KEY BLANKS FOR VARIOUS SITES	FACILITIES MAINTENANCE	01	11,820.16
P21-03593	WESTERN CONTRACT FURNISHERS IN	Western Contact - Enrollment Center Office Set Up	ENROLLMENT CENTER	01	130,130.40
P21-03594	Mohawk USA, LLC	Cases for Mac and Lenovo Thinkpads - Additional	TECHNOLOGY SERVICES	01	8,299.80
				01	9,564.88
				01	28,052.15

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## Includes Purchase Orders dated 05/15/2021 - 06/14/2021 \*\*\*

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P21-03595	TUCS EQUIPMENT	EMERGENCY PUMP KIT FOR CENTRAL KITCHEN BAGGER	NUTRITION SERVICES DEPARTMENT	13	2,718.75
P21-03596	FUTURE FORD	COVID-19 - 2021 FORD RANGER CREWCAB 4X4	SECURITY SERVICES	01	37,599.82
P21-03597	SIGNS BY TOMORROW INC	SCHOOL LUNCH HERO SIGNAGE - CONFIRMING	NUTRITION SERVICES DEPARTMENT	13	1,772.32
P21-03598	THE HOME DEPOT PRO	EVAP COOLER FANS FOR WAREHOUSE AIR CIRCULATION	NUTRITION SERVICES DEPARTMENT	01	4,347.83
P21-03599	CDW GOVERNMENT	TABLET COMPUTERS - INSTRUCTION/INTERVENTIONS	WILLIAM LAND ELEMENTARY	01	118.56
P21-03600	CDW GOVERNMENT	St Robert Title IV Chomebooks	CONSOLIDATED PROGRAMS	01	4,406.78
P21-03601	SACRAMENTO COUNTY OFFICE OF EDUCATION	IDEA PART C GRANT	SPECIAL EDUCATION DEPARTMENT	01	139,420.00
P21-03602	THE HOME DEPOT PRO	GROUNDWORK EQUIPMENT FOR N.S. ADMIN BUILDING	NUTRITION SERVICES DEPARTMENT	13	1,222.66
P21-03604	MyPlane, Inc	ROTC FLIGHT SIMULATOR	HIRAM W. JOHNSON HIGH SCHOOL	01	3,306.00
P21-03605	BI-JAMAR INC dba QUALITY SOUND	EMERGENCY COMMUNICATION DEVICES AT THE WAREHOUSE	NUTRITION SERVICES DEPARTMENT	13	20,665.56
P21-03606	GOPHER SPORT	PBIS implementation,SPSA Goal 2	PARKWAY ELEMENTARY SCHOOL	01	2,732.96
P21-03607	OFFICE DEPOT	WELCOMING SCHOOL SUPPLIES	SUSAN B. ANTHONY ELEMENTARY	01	5,630.39
P21-03608	4 IMPRINT INC	Items for TUPE Summer Program After Close	FOSTER YOUTH SERVICES PROGRAM	01	7,760.90
P21-03609	THE HOME DEPOT PRO	TOOL BOX FOR SECURITY	FACILITIES SUPPORT SERVICES	01	441.54
P21-03610	IXL LEARNING INC	IXL SITE LICENSE	GOLDEN EMPIRE ELEMENTARY	01	957.54
P21-03611	WEVIDEO	WeVideo	NEW TECH	09	4,594.00
P21-03612	TRAIN 2 SUSTAIN LLC	SCUSD CPR/AED/First Aid Coaches Class 5/15/2021	EQUITY, ACCESS & EXCELLENCE	01	762.45
P21-03613	MAILERSMVP	Software Renewal	CENTRAL PRINTING SERVICES	01	1,300.00
P21-03614	APPLE INC	CLASSROOM MACBOOKS	WEST CAMPUS	01	995.00
P21-03615	CDW GOVERNMENT	Admin Computers	NEW TECH	09	6,027.65
P21-03616	APPLE INC	PURCHASING TECHNOLOGY FOR BRIDGEWATER	ISADOR COHEN ELEMENTARY SCHOOL	01	3,318.73
P21-03617	BAR HEIN CO	COVID - PUSH MOWERS FOR LABOR SHOP	FACILITIES MAINTENANCE	01	1,402.54
P21-03619	BIZON GROUP INC dba CONEXWEST	20 FOOT STORAGE CONTAINERS FOR ATHLETIC EQUIP	C. K. McCLATCHY HIGH SCHOOL	01	7,301.48
P21-03620	ALL WEST COACHLINES INC	All West Coachlines FY 20-21	JOHN F. KENNEDY HIGH SCHOOL	01	7,686.25
					3,883.70

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## Includes Purchase Orders dated 05/15/2021 - 06/14/2021 \*\*\*

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P21-03621	MULLER SPORTS	Officials for John F. Kennedy Athletics	JOHN F. KENNEDY HIGH SCHOOL	01	2,308.00
P21-03622	BOOKS EN MORE	BOOKS - CARES FUNDING	NEW TECH	09	304.07
P21-03623	MULLER SPORTS	PAYMENT FOR SPORT OFFICIALS	C. K. McCLATCHY HIGH SCHOOL	01	11,033.00
P21-03624	THE HOME DEPOT PRO	St. Marys CARES Act Air Doctor 4-in-1 & Face masks	CONSOLIDATED PROGRAMS	01	8,465.76
P21-03625	CDW GOVERNMENT	CHROMEBOOKS,CARTS,MONITORS-CLASSROOM TVS) STUDENTS	JOHN F. KENNEDY HIGH SCHOOL	01	192,507.53
P21-03626	APPLE INC	APPLE IPAD AND PRODUCTS FOR TEACHERS - INSTRUCTION	JOHN F. KENNEDY HIGH SCHOOL	01	15,914.94
				01	32,254.17
				01	58,247.25
P21-03627	AMERICAN CHILLER SERV INC	COVID - HVAC REPAIR @ M. ANDERSON	FACILITIES MAINTENANCE	01	2,278.55
				01	421.45
P21-03628	AMERICAN REFRIGERATION SUPPLY ACCT #172405	COVID RELATED EQUIPMENT - ICE DISPENSERS FOR CKM	FACILITIES MAINTENANCE	01	7,157.22
P21-03629	CDW GOVERNMENT	WIOA II_LAPTOP_AW MCLASKEY TEACHERS	A.WARREN McCLASKEY ADULT	11	6,743.03
P21-03630	CDW GOVERNMENT	Cristo Rey CARESCDW-G	CONSOLIDATED PROGRAMS	01	30,154.50
				01	564.00
P21-03631	STARTUP SMARTUP, LLC	After Close (START UP SMART UP)	YOUTH DEVELOPMENT	01	10,000.00
P21-03632	OFFICE DEPOT	Office Depot Summer Order	YOUTH DEVELOPMENT	01	10,158.49
P21-03633	CDW GOVERNMENT	15,000 ADDITIONAL CHROMEBOOKS FOR STUDENTS	TECHNOLOGY SERVICES	01	4,223,499.87
				01	629,525.13
P21-03634	THE HOME DEPOT PRO	WET DRY VACCUMS FOR FACILITES	BUILDINGS & GROUNDS/OPERATIONS	01	6,107.40
P21-03635	GRAINGER INC	FLOOR SCRUBBER/HS BURNISHER	BUILDINGS & GROUNDS/OPERATIONS	01	8,134.61
				01	14,566.41
P21-03636	AMAZON CAPITAL SERVICES	Amazon Summer order 21	YOUTH DEVELOPMENT	01	10,138.69
				01	389.87
P21-03637	AMAZON CAPITAL SERVICES	SEL Amazon Order	CURRICULUM & PROF DEVELOP	01	7,611.50
				01	1,953.40
P21-03638	NATIONAL PEN HOLDINGS	AFTER CLOSE - SEL Pens and Journal	CURRICULUM & PROF DEVELOP	01	9,189.38
P21-03639	STAPLES (Corporate Office)	MULTI-FILE PED FOR CK ADMIN OFFICE	NUTRITION SERVICES DEPARTMENT	13	661.23
P21-03640	INDEED, INC	NUTRITION SERVICES VACANCY POSTINGS	NUTRITION SERVICES DEPARTMENT	13	2,500.00
P21-03641	GRAPHIC PROMOTIONS	GROCERY TOTE BAGS FOR N.S. CENTRAL KITCHEN	NUTRITION SERVICES DEPARTMENT	13	1,457.25

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**Includes Purchase Orders dated 05/15/2021 - 06/14/2021 \*\*\***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P21-03642	LEARNING A-Z	LEARNING A-Z LICENSE	BG CHACON ACADEMY	09	590.00
P21-03643	CAST INC	After Close / ENHANCE ELA	FATHER K.B. KENNY - K-8	01	1,398.15
P21-03644	CURRICULUM ASSOCIATES LLC	After Close / MATH SUPPLEMENTAL	FATHER K.B. KENNY - K-8	01	802.47
P21-03645	SCHOLASTIC INC SCHOLASTIC MAGA ZINES	After Close / ELA BOOKS	FATHER K.B. KENNY - K-8	01	4,296.99
P21-03646	JONES SCHOOL SUPPLY CO INC	After Close /ACHIEVEMENT AWARDS	FATHER K.B. KENNY - K-8	01	1,451.12
P21-03647	BOOKS EN MORE	After Close - ISSUED TO SITE	SUTTER MIDDLE SCHOOL	01	3,064.03
P21-03648	CARNEGIE LEARNING INC	Math Summer School 2021	LIBRARY/TEXTBOOK SERVICES	01	4,715.00
P21-03649	FOLLETT SCHOOL SOLUTIONS	Elementary Library CARES funds quote #10569687	LIBRARY/TEXTBOOK SERVICES	01	75,849.67
P21-03650	GBC GENERAL BINDING CORP	ACCO BRANDS CORP - SIG FUNDING	JOHN H. STILL - K-8	01	1,914.59
P21-03651	LINDA VIGGIANO	REIMB 4-16-21 FOR GARDEN SUPPLIES	JOHN D SLOAT BASIC ELEMENTARY	01	968.61
P21-03652	LEGO EDUCATION	LEGO EDUCATION - SIG FUNDING	JOHN H. STILL - K-8	01	11,741.19
P21-03653	PERLMUTTER PURCHASING POWER	PERLMUTTER - SIG FUNDING	JOHN H. STILL - K-8	01	2,300.06
P21-03654	CSM SALES LLC	SCOREBOARD, CONROLS, CASE, WIRELESS RECEIVER KIT	JOHN F. KENNEDY HIGH SCHOOL	01	20,148.06
P21-03655	OFFICE DEPOT	CONTOUR ROLLERMOUSE FOR LA (ERGO)	ACCOUNTING SERVICES DEPARTMENT	01	288.19
P21-03656	AMAZON CAPITAL SERVICES	Cristo Rey Books CARES	CONSOLIDATED PROGRAMS	01	113.76-
P21-03657	CALIFORNIA PROPERTY RECORD SYS	Barcodes for COVID Funded purchases	PURCHASING SERVICES	01	5,728.75
P21-03658	PACIFIC OFFICE AUTOMATION	2020 RISO COPIER SERVICE AGREEMENT	DAVID LUBIN ELEMENTARY SCHOOL	01	850.00
P21-03688	AM STEPHENS CONSTRUCTION CO	0032-409 CALEB GREENWOOD 4TH PORT-CONST SERV	FACILITIES SUPPORT SERVICES	21	215,838.00
TB21-00078	PATRICK VANG	2021-2022 Hmong Text loss, CARES funds	LIBRARY/TEXTBOOK SERVICES	01	2,731.56
<b>Total Number of POs</b>			<b>132</b>	<b>Total</b>	<b>9,321,981.29</b>

**Fund Recap**

Fund	Description	PO Count	Amount
01	General Fund	71	6,322,760.23
09	Charter School	2	1,662.45
13	Cafeteria	10	36,206.09
21	Building Fund	3	83,037.35
<b>Total Fiscal Year 2021</b>			<b>6,443,666.12</b>

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Includes Purchase Orders dated 05/15/2021 - 06/14/2021 \*\*\*

## Fund Recap (continued)

<b>Fund</b>	<b>Description</b>	<b>PO Count</b>	<b>Amount</b>
01	General Fund	54	2,530,619.62
09	Charter School	5	21,382.20
11	Adult Education	1	6,743.03
13	Cafeteria	6	42,680.32
21	Building Fund	2	261,338.00
49	Capital Proj for Blended Compo	1	15,552.00
		<b>Total Fiscal Year 2022</b>	<b>2,878,315.17</b>
		<b>Total</b>	<b>9,321,981.29</b>

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Includes Purchase Orders dated 05/15/2021 - 06/14/2021 \*\*\*

## PO Changes

	<u>New PO Amount</u>	<u>Fund/ Object</u>	<u>Description</u>	<u>Change Amount</u>
B21-00013	156,150.00	67-5800	Self Insurance/Other Contractual Expenses	1,150.00
B21-00073	5,432.00	01-4320	General Fund/Non-Instructional Materials/Su	3,000.00
B21-00086	649,074.72	13-4710	Cafeteria/Food	148,093.18-
B21-00096	185,991.88	13-4710	Cafeteria/Food	14,395.20
B21-00122	40,400.00	13-4710	Cafeteria/Food	8,400.00
B21-00126	95,313.60	13-4710	Cafeteria/Food	28,594.08
B21-00143	1,034.10	01-4320	General Fund/Non-Instructional Materials/Su	400.00-
B21-00157	4,972.02	01-4320	General Fund/Non-Instructional Materials/Su	4,000.00-
B21-00159	.00	01-4320	General Fund/Non-Instructional Materials/Su	2,000.00-
B21-00171	.00	01-4320	General Fund/Non-Instructional Materials/Su	500.00-
B21-00180	1,995.75	01-4320	General Fund/Non-Instructional Materials/Su	504.25-
B21-00181	3,964.41	01-4320	General Fund/Non-Instructional Materials/Su	35.59-
B21-00182	5,204.36	01-4320	General Fund/Non-Instructional Materials/Su	560.00-
B21-00185	3,920.08	01-4320	General Fund/Non-Instructional Materials/Su	79.92-
B21-00191	5,959.23	01-4320	General Fund/Non-Instructional Materials/Su	1,000.00
B21-00192	81.92	01-4320	General Fund/Non-Instructional Materials/Su	418.08-
B21-00194	9,154.71	01-4320	General Fund/Non-Instructional Materials/Su	418.08
B21-00195	4,263.40	01-4320	General Fund/Non-Instructional Materials/Su	2,000.00-
B21-00196	340.23	01-4320	General Fund/Non-Instructional Materials/Su	6,159.67-
B21-00198	16.41	01-4320	General Fund/Non-Instructional Materials/Su	483.59-
B21-00199	206.35	01-4320	General Fund/Non-Instructional Materials/Su	1,293.65-
B21-00203	1,389.06	01-4320	General Fund/Non-Instructional Materials/Su	483.59
B21-00205	.00	01-4320	General Fund/Non-Instructional Materials/Su	500.00-
B21-00206	146.43	01-4320	General Fund/Non-Instructional Materials/Su	1,500.00-
B21-00208	.00	01-4320	General Fund/Non-Instructional Materials/Su	1,000.00-
B21-00209	.00	01-4320	General Fund/Non-Instructional Materials/Su	300.00-
B21-00212	.00	01-4320	General Fund/Non-Instructional Materials/Su	1,000.00-
B21-00216	.00	01-4320	General Fund/Non-Instructional Materials/Su	500.00-
B21-00220	3,428.55	01-4320	General Fund/Non-Instructional Materials/Su	1,500.00
B21-00227	5,749.45	01-4320	General Fund/Non-Instructional Materials/Su	750.00
B21-00228	748.72	01-4320	General Fund/Non-Instructional Materials/Su	750.00-
B21-00328	1,956.93	01-5690	General Fund/Other Contracts, Rents, Leases	1,870.80-
B21-00329	.00	01-5610	General Fund/Equipment Rental	2,500.00-
B21-00336	5,670.89	01-4320	General Fund/Non-Instructional Materials/Su	4,500.00-
B21-00341	2,078.56	01-4320	General Fund/Non-Instructional Materials/Su	500.00-
B21-00345	1,348.73	01-4320	General Fund/Non-Instructional Materials/Su	450.00-
B21-00351	2,481.60	01-5610	General Fund/Equipment Rental	3,400.00-
B21-00353	1,014.36	01-4334	General Fund/Gasoline	1,200.00-
B21-00356	.00	01-5690	General Fund/Other Contracts, Rents, Leases	1,000.00-

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Includes Purchase Orders dated 05/15/2021 - 06/14/2021 \*\*\*

## PO Changes (continued)

	<u>New PO Amount</u>	<u>Fund/ Object</u>	<u>Description</u>	<u>Change Amount</u>
B21-00366	909.16	01-5540	General Fund/Waste Removal	1,000.00-
B21-00369	10,086.63	01-4320	General Fund/Non-Instructional Materials/Su	2,700.00-
B21-00370	5,919.30	01-4320	General Fund/Non-Instructional Materials/Su	1,200.00
B21-00424	10,575.00	01-5810	General Fund/Tickets/Fees/Regis.for Parents	1,800.00-
B21-00428	48,644.14	01-4320	General Fund/Non-Instructional Materials/Su	4,700.00
B21-00453	.00	01-4320	General Fund/Non-Instructional Materials/Su	500.00-
B21-00458	79.95	01-5800	General Fund/Other Contractual Expenses	500.00-
B21-00463	2,851.40	01-5911	General Fund/Postage	1,500.00
B21-00475	5,400.06	01-5690	General Fund/Other Contracts, Rents, Leases	4,500.00-
B21-00477	11,230.00	01-5800	General Fund/Other Contractual Expenses	770.00-
B21-00480	30,470.67	01-4333	General Fund/Tires	12,000.00-
B21-00483	17,767.99	01-4320	General Fund/Non-Instructional Materials/Su	3,570.00
B21-00492	461.38	01-5690	General Fund/Other Contracts, Rents, Leases	500.00-
B21-00537	20,156.02	01-4320	General Fund/Non-Instructional Materials/Su	6,200.00
B21-00545	425.18	01-5800	General Fund/Other Contractual Expenses	6.44
B21-00612	577.65	01-4210	General Fund/Other Books-General	200.00
B21-00617	35,891.75	01-5800	General Fund/Other Contractual Expenses	452.09
B21-00625	285,162.82	13-4710	Cafeteria/Food	85,162.82
B21-00655	5,215.39	01-4320	General Fund/Non-Instructional Materials/Su	5,000.00-
B21-00694	10,077.00	01-5800	General Fund/Other Contractual Expenses	11,702.00-
B21-00701	28,033.80	01-5832	General Fund/Transportation-Field Trips	15,000.00
B21-00734	50,630.00	13-4710	Cafeteria/Food	19,825.00
CHB21-00037	28,484.78	13-4320	Cafeteria/Non-Instructional Materials/Su	2,400.00
CHB21-00055	4,232.77	01-4320	General Fund/Non-Instructional Materials/Su	1,500.00
CHB21-00066	2,092.19	01-4320	General Fund/Non-Instructional Materials/Su	100.00
CHB21-00082	9,028.67	01-4310	General Fund/Instructional Materials/Suppli	300.00-
CHB21-00092	9,285.85	01-4310	General Fund/Instructional Materials/Suppli	740.00
CHB21-00093	14,089.97	01-4310	General Fund/Instructional Materials/Suppli	3,000.00
		01-4320	General Fund/Non-Instructional Materials/Su	2,000.00
			Total PO CHB21-00093	5,000.00
CHB21-00157	11,704.20	01-4310	General Fund/Instructional Materials/Suppli	5,705.79
CHB21-00162	7,959.06	01-4310	General Fund/Instructional Materials/Suppli	5,000.00
CHB21-00163	1,999.99	01-4310	General Fund/Instructional Materials/Suppli	1,000.00
CHB21-00168	7,999.16	01-4310	General Fund/Instructional Materials/Suppli	4,000.00
CHB21-00175	38,615.22	01-4310	General Fund/Instructional Materials/Suppli	2,600.00
CHB21-00177	6,208.24	01-4310	General Fund/Instructional Materials/Suppli	1,300.00
CHB21-00189	4,694.60	01-4310	General Fund/Instructional Materials/Suppli	294.62
CHB21-00198	39,771.89	01-4310	General Fund/Instructional Materials/Suppli	8,700.00
CHB21-00204	15,107.28	01-4310	General Fund/Instructional Materials/Suppli	500.00

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Includes Purchase Orders dated 05/15/2021 - 06/14/2021 \*\*\*

## PO Changes (continued)

	<u>New PO Amount</u>	<u>Fund/ Object</u>	<u>Description</u>	<u>Change Amount</u>
CHB21-00209	23,563.35	01-4310	General Fund/Instructional Materials/Suppli	7,523.94
CHB21-00224	39,237.44	01-4310	General Fund/Instructional Materials/Suppli	10,000.00
CHB21-00247	21,387.06	01-4310	General Fund/Instructional Materials/Suppli	3,758.19
CHB21-00252	13,504.50	01-4310	General Fund/Instructional Materials/Suppli	5,283.17
CHB21-00253	7,475.36	01-4310	General Fund/Instructional Materials/Suppli	9,000.00
CHB21-00320	11,640.52	01-4310	General Fund/Instructional Materials/Suppli	1,610.31
CHB21-00346	232.43	01-5911	General Fund/Postage	32.94
CHB21-00347	267.06	01-5911	General Fund/Postage	32.94-
CHB21-00403	13,009.06	12-4320	Child Development/Non-Instructional Materials/Su	4,000.00
CHB21-00406	3,989.33	01-4310	General Fund/Instructional Materials/Suppli	4,000.00
CS21-00051	83,220.04	01-5100	General Fund/Subagreements for Services abo	7,120.00
CS21-00093	5,000.00	01-5800	General Fund/Other Contractual Expenses	2,000.00
CS21-00101	153,000.00	01-5100	General Fund/Subagreements for Services abo	68,000.00
CS21-00144	36,700.00	01-5100	General Fund/Subagreements for Services abo	2,550.00
N21-00011	851,935.08	01-5100	General Fund/Subagreements for Services abo	40,000.00
N21-00012	1,620,000.00	01-5100	General Fund/Subagreements for Services abo	270,000.00
N21-00023	123,170.40	01-5100	General Fund/Subagreements for Services abo	10,500.00
N21-00028	625,500.00	01-5100	General Fund/Subagreements for Services abo	165,500.00
N21-00034	1,185,495.00	01-5100	General Fund/Subagreements for Services abo	524,340.00
N21-00043	3,634,659.09	01-5100	General Fund/Subagreements for Services abo	825,000.00
N21-00046	85,418.01	01-5100	General Fund/Subagreements for Services abo	5,300.00
N21-00052	1,910,861.78	01-5100	General Fund/Subagreements for Services abo	220,000.00
P21-01281	194.60	12-4310	Child Development/Instructional Materials/Suppli	15.66-
P21-01358	536.71	12-4310	Child Development/Instructional Materials/Suppli	223.72-
P21-01458	1,151.59	01-4310	General Fund/Instructional Materials/Suppli	78.08-
P21-01769	419.10	01-4320	General Fund/Non-Instructional Materials/Su	3.58
P21-01932	5,736.60	01-4310	General Fund/Instructional Materials/Suppli	122.39-
P21-01960	2,477.65	01-4310	General Fund/Instructional Materials/Suppli	1,578.41
P21-02113	412.16	01-4320	General Fund/Non-Instructional Materials/Su	49.98-
P21-02284	1,709.31	01-4310	General Fund/Instructional Materials/Suppli	22.88-
P21-02409	8,380.00	01-5690	General Fund/Other Contracts, Rents, Leases	6,000.00
P21-02422	179.05	01-4310	General Fund/Instructional Materials/Suppli	100.50-
P21-02716	192.57	01-4310	General Fund/Instructional Materials/Suppli	66.00-
P21-02850	1,633.96	01-4310	General Fund/Instructional Materials/Suppli	164.30-
P21-02945	4,100.97	01-4410	General Fund/Equipment \$500 - \$4,999	707.97
P21-02949	19,669.56	01-4310	General Fund/Instructional Materials/Suppli	105.99
		01-4410	General Fund/Equipment \$500 - \$4,999	70.54
			Total PO P21-02949	176.53
P21-03036	128.21	01-4310	General Fund/Instructional Materials/Suppli	19.06

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Includes Purchase Orders dated 05/15/2021 - 06/14/2021 \*\*\*

**PO Changes (continued)**

	<u>New PO Amount</u>	<u>Fund/ Object</u>	<u>Description</u>	<u>Change Amount</u>
P21-03283	5,440.65	01-4310	General Fund/Instructional Materials/Suppli	8.77-
P21-03488	30,572.85	01-4310	General Fund/Instructional Materials/Suppli	1,736.17
		01-4410	General Fund/Equipment \$500 - \$4,999	3,651.53
			Total PO P21-03488	5,387.70
P21-03509	226.31	09-4310	Charter School/Instructional Materials/Suppli	31.97
P21-03539	624.99	01-4310	General Fund/Instructional Materials/Suppli	24.86-
		01-4410	General Fund/Equipment \$500 - \$4,999	100.61-
			Total PO P21-03539	125.47-
			<b>Total PO Changes</b>	<b>2,205,990.06</b>

Information is further limited to: (Minimum Amount = (999,999.99))

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## Includes Purchase Orders dated 06/15/2021 - 07/14/2021 \*\*\*

PO Number	Vendor Name	Description	Location	Fund	Account Amount
B22-00001	Donald Gentry	ALTERNATOR/ELECTRICAL REPAIR - ADE	TRANSPORTATION SERVICES	01	9,500.00
B22-00002	AIR & LUBE SYS INC	REPAIR ON MAJOR SHOP EQUIP - AIR & LUBE SYSTEMS	TRANSPORTATION SERVICES	01	6,500.00
B22-00003	A-Z BUS SALES	BLUEBIRD SCHOOL BUS PARTS	TRANSPORTATION SERVICES	01	30,000.00
B22-00004	A-Z BUS SALES	BLUEBIRD BUS OUTSIDE LABOR REPAIRS	TRANSPORTATION SERVICES	01	4,950.00
B22-00005	BARNES WELDING SUPPLIES	SHOP WELDING SUPPLIES - BARNES SUPPLY	TRANSPORTATION SERVICES	01	1,000.00
B22-00006	BATTERY SYSTEMS # 07	SCHOOL BUS BATTERIES - BATTERY SYSTEMS	TRANSPORTATION SERVICES	01	4,750.00
B22-00007	BETTS TRUCK PARTS INC	FRONT END/SUSPENSION OUTSIDE LABOR REPAIR	TRANSPORTATION SERVICES	01	3,500.00
B22-00008	BOBS INDUSTRIAL SUPPLY	SMALL ITEMIZED PARTS FOR SCHOOL BUSES	TRANSPORTATION SERVICES	01	4,975.00
B22-00009	BRANNON TIRE	MICHELIN TIRES FOR BUSES AND WHITE FLEET	TRANSPORTATION SERVICES	01	45,000.00
B22-00010	CAPITOL CLUTCH & BRAKE INC	BRAKE AND ROTOR SUPPLIES FOR SCHOOL BUSES	TRANSPORTATION SERVICES	01	28,000.00
B22-00011	CAPITOL CLUTCH & BRAKE INC	BRAKE & ROTOR OUTSIDE LABOR REPAIRS	TRANSPORTATION SERVICES	01	2,500.00
B22-00012	CERTIFIED SAFE AND LOCK INC	LOCKS/KEYS/IGNITIONS OUTSIDE LABOR AND REPAIRS	TRANSPORTATION SERVICES	01	500.00
B22-00013	COLLEGE OAK TOWING	TOWING FOR SCHOOL BUSES	TRANSPORTATION SERVICES	01	19,000.00
B22-00014	COMMERCIAL SPEEDOMETER SERVICE	SPEED/TACHOMETER OUTSIDE LABOR & REPAIR FOR BUSES	TRANSPORTATION SERVICES	01	1,000.00
B22-00015	CDT	DRUG/ALCOHOL TESTING PROGRAM - CDT	TRANSPORTATION SERVICES	01	4,975.00
B22-00016	DIAMOND DIESEL SERVICE INC	INJECTOR PARTS FOR DIESEL SCHOOL BUS ENGINES	TRANSPORTATION SERVICES	01	14,000.00
B22-00017	Dove Auto Glass, LLC	WINDSHIELD/WINDOW OUTSIDE LABOR REPAIRS	TRANSPORTATION SERVICES	01	4,000.00
B22-00018	DRIVE LINE SERV OF SACTO INC	DRIVE LINES PARTS FOR SCHOOL BUSES	TRANSPORTATION SERVICES	01	4,950.00
B22-00019	MW BATES SAFETY CONSULTANT LLC	OPACITY TESTING FOR THE SCHOOL BUSES FOR CHP	TRANSPORTATION SERVICES	01	4,975.00
B22-00020	GRAINGER INC ACCOUNT #80927635 5	MECHANIC SHOP HARDWARE SUPPLIES	TRANSPORTATION SERVICES	01	9,000.00
B22-00021	HOUSE OF AUTOMATIC TRANSMISSIO N	SCHOOL BUS TRANSMISSION OUTSIDE LABOR REPAIR	TRANSPORTATION SERVICES	01	15,000.00

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## Includes Purchase Orders dated 06/15/2021 - 07/14/2021 \*\*\*

PO Number	Vendor Name	Description	Location	Fund	Account Amount
B22-00022	HUNT & SONS INC	UNLEADED & DIESEL FUEL FOR BUSES AND WHITE FLEET	TRANSPORTATION SERVICES	01	325,000.00
B22-00023	HUNT & SONS INC	LUBRICANTS/ADDITIVES OIL FOR TRANSPORTATION FLEET	TRANSPORTATION SERVICES	01	4,950.00
B22-00024	JMZ STEEL AND SUPPLY	MECHANIC SHOP FABRICATION SUPPLIES	TRANSPORTATION SERVICES	01	1,000.00
B22-00025	NAPA AUTO PARTS	AFTERMARKET & OEM PARTS FOR SCHOOL BUSES	TRANSPORTATION SERVICES	01	40,000.00
B22-00026	NEW PIG CORPORATION	MECHANIC & TIRE SHOP SAFETY & HAZMAT SUPPLIES	TRANSPORTATION SERVICES	01	2,000.00
B22-00027	IRON MOUNTAIN RECORDS MANAGMT	STORAGE OF PAYROLL RECORDS 2021/2022	EMPLOYEE COMPENSATION	01	19,769.59
B22-00028	GRAINGER INC ACCOUNT #80927635 5	W/C SAFETY SUPPLIES	RISK MANAGEMENT	67	20,000.00
B22-00029	HEADSET ADVISOR INC	HEADSET ADVISORS INC	RISK MANAGEMENT	67	10,000.00
B22-00030	LINCOLN AQUATICS	SWIMMING POOL CHEMICALS - C.K. McCLATCHY HS	BUILDINGS & GROUNDS/OPERATIONS	01	10,000.00
B22-00031	LINCOLN AQUATICS	SWIMMING POOL CHEMICALS - LUTHER BURBANK HS	BUILDINGS & GROUNDS/OPERATIONS	01	10,000.00
B22-00032	SPICERS PAPER INC	Blanket paper order	CENTRAL PRINTING SERVICES	01	35,000.00
B22-00033	DELTA WEB PRINTING	Overflow Printing & Related Services	CENTRAL PRINTING SERVICES	01	21,000.00
B22-00034	CATHERINE WELSH ENVELOPES	Overflow printing	CENTRAL PRINTING SERVICES	01	5,000.00
B22-00035	CALIFORNIA SURVEY & DRAFTING S UPPLY	SIGN AND BANNER SUPPLIES	CENTRAL PRINTING SERVICES	01	4,000.00
B22-00036	SIGNATURE REPROGRAPHICS	Overflow printing	CENTRAL PRINTING SERVICES	01	2,500.00
B22-00037	NORCAL LAMINATING SERVICES	Overflow laminating services	CENTRAL PRINTING SERVICES	01	1,200.00
B22-00038	AUTOMOTIVE RESOURCES INC	HETRO LIFT OUTSIDE LABOR FOR REPAIR	TRANSPORTATION SERVICES	01	7,500.00
B22-00039	AUTOZONE	SMALL ENGINE PARTS FOR SCHOOL BUSES	TRANSPORTATION SERVICES	01	4,000.00
B22-00040	BAREBONES WORKWEAR	STEEL TOE SAFETY BOOTS PER SEIU - BAREBONES	TRANSPORTATION SERVICES	01	2,500.00
B22-00041	WEX BANK	FLEETECH GREASE/ANTI 50/50	TRANSPORTATION SERVICES	01	25,000.00
B22-00042	BUSWEST	SCHOOL BUS PARTS FOR THOMAS SCHOOL BUSES	TRANSPORTATION SERVICES	01	15,000.00
B22-00043	BUSWEST	THOMAS BUSES OUTSIDE LABOR REPAIRS	TRANSPORTATION SERVICES	01	25,000.00
B22-00044	BZ SERVICE STATION MAINT INC	FUEL ISLAND OUTSIDE LABOR REPAIRS	TRANSPORTATION SERVICES	01	4,950.00
B22-00045	CINTAS FIRST AID & SAFETY	FIRST AID SUPPLIES FOR BUSES - CINTAS	TRANSPORTATION SERVICES	01	2,250.00

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## Includes Purchase Orders dated 06/15/2021 - 07/14/2021 \*\*\*

PO Number	Vendor Name	Description	Location	Fund	Account Amount
B22-00046	CREATIVE BUS SALES	PARTS FOR INTERNATIONAL SCHOOL BUSES	TRANSPORTATION SERVICES	01	1,000.00
B22-00047	CLEAN ENERGY	CLEAN NATURAL GAS FUEL FOR '02 BUSES	TRANSPORTATION SERVICES	01	25,000.00
B22-00048	DIESEL EMISSIONS SERVICE	CNG AND PARTICULATE TRAPS OUTSIDE LABOR REPAIRS	TRANSPORTATION SERVICES	01	50,000.00
B22-00049	EAST BAY TIRE CO	FIRESTONE TIRES FOR BUSES AND WHITE FLEET	TRANSPORTATION SERVICES	01	45,000.00
B22-00050	ELECTRONIC INNOVATIONS, INC	DEPARTMENT ENTRY GATE LABOR & REPAIR	TRANSPORTATION SERVICES	01	1,000.00
B22-00051	FLEETPRIDE	CUSTOM BELTS/HOSES FOR SCHOOL BUSES	TRANSPORTATION SERVICES	01	2,500.00
B22-00052	FACTORY MOTOR PARTS COMPANY	FORD PARTS FOR SCHOOL BUSES & WHITE FLEET	TRANSPORTATION SERVICES	01	4,950.00
B22-00053	FOLSOM LAKE FORD	FORD BUSES OUTSIDE LABOR REPAIRS	TRANSPORTATION SERVICES	01	38,000.00
B22-00054	FASTRAK VIOLATION PROCESSING	TOLL FEES THRU FIELD TRIP DEPT.	TRANSPORTATION SERVICES	01	250.00
B22-00055	HARROLD FORD INC	OEM FORD PARTS FOR SCHOOL BUSES & WHITE FLEET	TRANSPORTATION SERVICES	01	4,950.00
B22-00056	JOHN HUDEK'S	TIRE BALANCER OUTSIDE LABOR & REPAIR	TRANSPORTATION SERVICES	01	100.00
B22-00057	JASPER ENGINES & TRANSMISSIONS	BUS ENGINES REPLACEMENT - JASPERS ENGINES	TRANSPORTATION SERVICES	01	30,000.00
B22-00058	NVB EQUIPMENT	BUS CNG TANK OUTSIDE LABOR REPAIRS	TRANSPORTATION SERVICES	01	4,950.00
B22-00059	PERFORMANCE MOBILE DETAILING	BUS WASHING/DETAILING SUPP - PERFORMANCE MOBILE	TRANSPORTATION SERVICES	01	1,000.00
B22-00060	U S BANK CORPORATE PAYMENT SYS TEMS	MASTER AGREEMENT FOR CAL CARD TRANSACTIONS	PURCHASING SERVICES	01	3,000,000.00
B22-00061	RAY MORGAN CO	RAY MORGAN COMPANY COPIER PROGRAM	PURCHASING SERVICES	01	600,000.00
B22-00062	SCHOOLS INSURANCE AUTHORITY	SIA -EMPLOYEE ASST PROGRAM FOR DISTRICT EMPLOYEES	RISK MANAGEMENT	67	155,000.00
B22-00063	SCHOOLS INSURANCE AUTHORITY	SIA - WORKERS' COMPENSATION PREMIUMS	RISK MANAGEMENT	67	5,035,000.00
B22-00064	PACIFIC COPY & PRINT INC	Overflow printing for Central Printing Services	CENTRAL PRINTING SERVICES	01	16,000.00
B22-00065	RAY MORGAN CO	SUPPLIES FOR CANON iPF8400 BANNER MAKER	CENTRAL PRINTING SERVICES	01	2,000.00
B22-00066	PRECISION LETTERPRESS INC	Overflow Printing & Bindery Services	CENTRAL PRINTING SERVICES	01	1,500.00
B22-00067	ELK GROVE UNIFIED SCHOOL DIST ATTN: ACCOUNTS RECEIVABLE	Overflow printing	CENTRAL PRINTING SERVICES	01	3,000.00

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## Includes Purchase Orders dated 06/15/2021 - 07/14/2021 \*\*\*

PO Number	Vendor Name	Description	Location	Fund	Account Amount
B22-00068	CASALETT & CO.	Equipment Repairs	CENTRAL PRINTING SERVICES	01	1,500.00
B22-00069	INABIND	Bindery: supplies & equipment service	CENTRAL PRINTING SERVICES	01	2,300.00
B22-00070	RAY MORGAN CO	1-Year Service Agreement Service for Canon iPF8400	CENTRAL PRINTING SERVICES	01	1,260.00
B22-00071	DISCOUNT SCHOOL SUPPLY FILE #7 3847	PARENT ED. PROGRAM SUPPLIES	A.WARREN McCLASKEY ADULT	11	800.00
B22-00072	TEACHER SYNERGY LLC dba TEACHE RS PAY TEACHERS	BLANKET ORDER FOR TEACHERS PAY TEACHERS	MARTIN L. KING JR ELEMENTARY	01	1,000.00
B22-00073	SENTINEL FIRE EQUIPMENT CO	SEMI-ANNUAL SERVICE 2021/22	NEW SKILLS & BUSINESS ED. CTR	11	350.00
B22-00074	HEART BEAT	INSTRUCTIONAL/MEDICAL ASSISTING PROGRAM	NEW SKILLS & BUSINESS ED. CTR	11	2,500.00
B22-00075	BULBMAN ACCT #SAC03	BULBS AS NEEDED FOR PROGRAMS	NEW SKILLS & BUSINESS ED. CTR	11	500.00
B22-00076	ESCO INSTITUTE, LTD	HVAC PROGRAM INSTRUCTIONAL SUPPLIES	NEW SKILLS & BUSINESS ED. CTR	11	4,500.00
B22-00077	JOHNSTONE SUPPLY INC	HVAC PROGRAM/INSTRUCTIONAL SUPPLIES	NEW SKILLS & BUSINESS ED. CTR	11	10,000.00
B22-00078	JOHNSTONE SUPPLY INC	HVAC _ TOOLKIT BOOKROOM SUPPLIES	NEW SKILLS & BUSINESS ED. CTR	11	15,000.00
B22-00079	HANNIBAL'S CATERING	CATERING FOR 2021-22 BOARD MEETINGS/HANNIBALS	BOARD OF EDUCATION	01	7,000.00
B22-00080	WORLD OF GOOD TASTES INC LA BO U ACCT #SAC023	CATERING FOR 2021-22 BOARD MEETINGS/LA BOU	BOARD OF EDUCATION	01	5,000.00
B22-00081	DISPLAYS2GO	Blanket Purchase Order for plastic shields.	MATERIALS DEVELOPMENT LAB	01	2,000.00
B22-00082	SCHOOL SPECIALTY EDUCATION	Blanket Purchase Order for school supplies.	MATERIALS DEVELOPMENT LAB	01	2,000.00
B22-00083	MOORE MEDICAL CORP ACCT 171864 7	21-22 MCKESSON - MEDICAL SUPPLIES	HEALTH SERVICES	01	15,000.00
B22-00084	SCHOOL NURSE SUPPLY INC	21-22 SCHOOL NURSE SUPPLY - EQUIP & SUPPLIES	HEALTH SERVICES	01	5,000.00
B22-00085	SHARPS COMPLIANCE INC	21-22 SHARPS COMPLIANCE INC - WASTE DISPOSAL	HEALTH SERVICES	01	6,000.00
B22-00086	VIKING SHRED LLC	SERVICE FOR CHILD DEVELOPMENT @ SERNA & HJ FEC	CHILD DEVELOPMENT PROGRAMS	12	1,500.00
B22-00087	CG ROXANE LLC	BOTTLED WATER FOR SUMMER FOOD SERVICE PROGRAMS	NUTRITION SERVICES DEPARTMENT	01	15,000.00
B22-00088	LA TAPATIA TORTILLERIA INC	TO PURCHASE TORTILLAS FOR SUMMER	NUTRITION SERVICES DEPARTMENT	13	10,000.00
B22-00089	KELLOGG SALES CO	TO PURCHASE CEREAL & SNACK PROUDCTS FOR SUMMER	NUTRITION SERVICES DEPARTMENT	13	15,000.00

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**Includes Purchase Orders dated 06/15/2021 - 07/14/2021 \*\*\***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
B22-00090	BIG WEST DISTRIBUTION INC	TO PURCHASE FRUIT SORBET FOR SUMMER 2021	NUTRITION SERVICES DEPARTMENT	13	10,000.00
B22-00091	P & R PAPER SUPPLY CO	TO PURCHASE PAPER PRODUCT FOR SUMMER 2021	NUTRITION SERVICES DEPARTMENT	13	25,000.00
B22-00092	TYSON FOODS INC	TO PURCHASE CHICKEN STRIPS FOR SUMMER 2021	NUTRITION SERVICES DEPARTMENT	13	50,000.00
B22-00093	GOLD STAR FOODS INC	TO PURCHASE SHELF MILK FOR SUMMER 2021	NUTRITION SERVICES DEPARTMENT	13	14,246.40
B22-00094	AIRGAS USA LLC	HVAC PROGRAM INSTRUCTIONAL SUPPLIES	NEW SKILLS & BUSINESS ED. CTR	11	3,000.00
B22-00095	AIRGAS USA LLC	MANUF.PROGRAM INSTRUCTIONAL SUPPLIES	NEW SKILLS & BUSINESS ED. CTR	11	3,000.00
B22-00096	AQUA CLEAN SOLUTIONS	COMMERCIAL HOOD CLEANING/INSPECTIONS AT KITCHENS	NUTRITION SERVICES DEPARTMENT	13	15,000.00
B22-00097	DIESEL EMISSIONS SERVICE	WAREHOUSE TRUCK (EMISSIONS) REPAIR SY21-22	NUTRITION SERVICES DEPARTMENT	01	400.00
				13	1,600.00
B22-00098	EAST BAY RESTAURANT SUPPLY INC	SMALLWARES FOR SITE KITCHENS	NUTRITION SERVICES DEPARTMENT	13	10,000.00
B22-00099	GRAINGER INC ACCOUNT #80927635 5	KITCHEN/EQUIP PARTS & SUPPLIES FOR SY21-22	NUTRITION SERVICES DEPARTMENT	13	3,000.00
B22-00100	NATIONAL RESTAURANT ASSOC	SERVSAFE TESTING MATERIAL FOR N.S. STAFF SY21-22	NUTRITION SERVICES DEPARTMENT	13	1,200.00
B22-00101	TRIMARK ECONOMY RESTAURANT FIX TURES	SUPPLIES/SMALLWARES FOR SITE KITCHENS SY21-22	NUTRITION SERVICES DEPARTMENT	13	20,000.00
B22-00102	JOHN PEREIRA dba L&S REFRIGERATION	WAREHOUSE REFRIGERATION BOX REPAIRS FOR 21-22 SY	NUTRITION SERVICES DEPARTMENT	13	10,000.00
B22-00103	R&S OVERHEAD DOORS AND GATES O F SACRAMENTO	WAREHOUSE ROLL-UP DOOR REPAIRS SY21-22	NUTRITION SERVICES DEPARTMENT	01	300.00
				13	1,200.00
B22-00104	AMERIGAS # 0260	PROPANE FOR WHSE POWERWASHER/SANITIZER	NUTRITION SERVICES DEPARTMENT	13	500.00
B22-00105	RED DOG SHRED SACRAMENTO	NS ADMIN PAPER SHREDDING SY21-22	NUTRITION SERVICES DEPARTMENT	13	500.00
B22-00106	HARRIS SCHOOL SOLUTIONS	EZSCHOOLPAY.COM TRANSACTION FEES SY21-22	NUTRITION SERVICES DEPARTMENT	13	14,000.00
B22-00107	COLLEGE OAK TOWING	WAREHOUSE/NUTRITION SERVICES VEHICLE TOWING	NUTRITION SERVICES DEPARTMENT	01	160.00
				13	640.00
B22-00108	PAPE MATERIAL HANDLING BOBCAT WEST	HYSTER EQUIPMENT MAINTENANCE SY21-22	NUTRITION SERVICES DEPARTMENT	01	700.00
				13	2,800.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
B22-00109	RIVERVIEW INTERNATIONAL TRUCKS	NS WAREHOUSE TRUCK REPAIR SY21-22	NUTRITION SERVICES DEPARTMENT	01	400.00
				13	1,600.00
B22-00110	LEXISNEXIS	LEGAL RESEARCH, LEXIS NEXIS 2021-22	ADMIN-LEGAL COUNSEL	01	4,600.00
B22-00111	THE HOME DEPOT PRO	BLANKET FOR PRINCIPAL INSTRUCTIONAL SUPPLIES	MARTIN L. KING JR ELEMENTARY	01	1,000.00
B22-00112	NATUS MEDICAL INCORPORATED	21-22 AUDIOMETER CALIBRATION, REPAIR, SUPPLIES	HEALTH SERVICES	01	6,000.00
B22-00113	FRESHY FRESH	LAUNDRY SVC FOR PRSCH SITES 21-22	CHILD DEVELOPMENT PROGRAMS	12	10,000.00
B22-00114	ZAJIC APPLIANCE SERVICE, INC	ZAJIC - APPLIANCE REPAIR - PRSCH & SA SITES 21-22	CHILD DEVELOPMENT PROGRAMS	12	2,000.00
B22-00115	GRAINGER INC	GRAINGER - MAINTENANCE MATERIALS	CHILD DEVELOPMENT PROGRAMS	12	2,000.00
B22-00116	ALHAMBRA	ALHAMBRA WATER	LEONARDO da VINCI ELEMENTARY	01	600.00
B22-00117	SPRINT	SPRINT ACCT 625955456 FOR BOARD MEMBERS	BOARD OF EDUCATION	01	5,000.00
B22-00118	RAYMOND HANDLING CONCEPTS CORP	RAYMOND PALLET JACK MAINTENANCE SY21-22	NUTRITION SERVICES DEPARTMENT	01	300.00
				13	1,200.00
B22-00119	MERITECH SYSTEMS, LLC	CENTRAL KITCHEN HAND WASH SOLUTION SY21-22	NUTRITION SERVICES DEPARTMENT	13	2,500.00
B22-00120	PAUL BAKER PRINTING INC	TO PRODUCE MEAL BAG LABELS/CARDS FOR CNTRL KITCHEN	NUTRITION SERVICES DEPARTMENT	13	4,000.00
B22-00121	RESERVE ACCOUNT	PITNEY BOWES RESERVE ACCT 10802379	PURCHASING SERVICES	01	225,000.00
B22-00122	SACRAMENTO BEE SUBSCRIPTION AC COUNTING	BID ADVERTISING	PURCHASING SERVICES	01	6,250.00
B22-00123	PITNEY BOWES GLOBAL FINANCIAL SERVICES LLC	MAIL METER EQUIPMENT	PURCHASING SERVICES	01	10,300.00
B22-00124	PITNEY BOWES GLOBAL FINANCIAL SERVICES LLC	SUPPLIES FOR MAILING MACHINE #001259	PURCHASING SERVICES	01	4,000.00
B22-00125	PAUL BAKER PRINTING INC.	Overflow printing & bindery	CENTRAL PRINTING SERVICES	01	6,000.00
B22-00126	ATKINSON, ANDELSON, LOYA, RUUD & ROMO PROFESSIONAL CORP	BLANKET FOR LEGAL FEES 2021-22	ADMIN-LEGAL COUNSEL	01	30,000.00
B22-00127	CALIFORNIA DEPT OF GENERAL SERVICES	BLANKET-ADMIN HEARING COSTS 2021-2022	ADMIN-LEGAL COUNSEL	01	65,000.00
B22-00128	SCIENTIFIC INSTRUMENT REPAIR	MICROSCOPE/SCIENTIFIC INSTRUMENT REPAIR 079112	PURCHASING SERVICES	01	5,100.00
B22-00129	IRON MOUNTAIN RECORDS MANAGMT	IRON MOUNTAIN - SHREDDING SVC	RISK MANAGEMENT	01	550.00

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## Includes Purchase Orders dated 06/15/2021 - 07/14/2021 \*\*\*

PO Number	Vendor Name	Description	Location	Fund	Account Amount
B22-00130	CALTRONICS BUSINESS SYSTEMS	Service Agreement for Oce 6250	CENTRAL PRINTING SERVICES	01	13,200.00
B22-00131	JOSTENS INC	DIPLOMA INSERTS	PURCHASING SERVICES	01	9,500.00
B22-00132	GRAINGER INC ACCOUNT #80927635 5	W.W. GRAINGER (SAFETY) SAFETY SUPPLIES	RISK MANAGEMENT	01	20,000.00
B22-00133	River City Paper Co.	Blanket Purchase Order for boxes and chipboard.	MATERIALS DEVELOPMENT LAB	01	5,000.00
B22-00134	DAILY JOURNAL CO INC	DAILY JOURNAL FOR BID ADVERTISING #022153	PURCHASING SERVICES	01	8,000.00
B22-00135	ACT Enviro	ACT ENVIRO	RISK MANAGEMENT	01	50,000.00
B22-00136	EATON INTERPRETING SERVICES	EATON INTERPRETING SERVICE	RISK MANAGEMENT	01	10,000.00
B22-00137	MERCY MEDICAL GROUP	MERCY MEDICAL - PHYSICAL SCREENINGS	RISK MANAGEMENT	01	15,000.00
B22-00138	OFFICE RELIEF INC	OFFICE RELIEF EQUIPMENT AND SUPPLIES	RISK MANAGEMENT	01	20,000.00
B22-00139	SCHOOLS INSURANCE AUTHORITY	SIA / PROPERTY & LIABILITY INSURANCE	RISK MANAGEMENT	01	5,000.00
B22-00140	CASPIO INC	CASPIO SOFTWARE 21-22 SY	YOUTH DEVELOPMENT	01	650.00
B22-00141	COUNTY OF SACRAMENTO ENVIRONMENTAL MANAGEMENT	LANDFILL FEES FOR NUTRITION SERVICES 2021-22 SY	NUTRITION SERVICES DEPARTMENT	13	800.00
B22-00142	SACRAMENTO RENDERING COMPANY	GREASE DISPOSAL FOR CENTRAL KITCHEN 2021-22 SY	NUTRITION SERVICES DEPARTMENT	13	500.00
B22-00143	COAST TRUCK CENTERS OF WEST SA C INC	NS WHSE TRUCKS TRANSPORT REFER UNIT REPAIRS	NUTRITION SERVICES DEPARTMENT	13	8,000.00
B22-00144	PM TRUCK REPAIR	NS WAREHOUSE TRUCK REPAIR SY21-22	NUTRITION SERVICES DEPARTMENT	01	4,000.00
				13	16,000.00
B22-00145	JOHNNY M FLOTTE JR dba THE FOR KLIFT SERVICE CO	N.S. WAREHOUSE FORKLIFT REPAIR	NUTRITION SERVICES DEPARTMENT	01	4,000.00
				13	16,000.00
B22-00146	EAST BAY RESTAURANT SUPPLY INC	SMALLWARES FOR CENTRAL KITCHEN	NUTRITION SERVICES DEPARTMENT	13	10,000.00
B22-00147	SNIDER MOTORS INC dba ELK GROV E TOYOTA SCION	TOYOTA PRIUS SERVICE & REPAIR	NUTRITION SERVICES DEPARTMENT	13	5,000.00
B22-00148	AMERICAN REFRIGERATION SUPPLY ACCT #172405	CAFETERIA EQUIPMENT PARTS	NUTRITION SERVICES DEPARTMENT	13	10,000.00
B22-00149	FOLSOM LAKE FORD	N.S. TRUCK/VAN SERVICE & REPAIR	NUTRITION SERVICES DEPARTMENT	13	10,000.00
B22-00150	HEIECK SUPPLY INC	PLUMBING PARTS FOR KITCHENS	NUTRITION SERVICES DEPARTMENT	13	500.00
B22-00151	REFRIGERATION SUPPLIES DIST IN	KITCHEN EQUIPMENT PARTS	NUTRITION SERVICES DEPARTMENT	13	8,000.00
B22-00152	CAPPO MANAGEMENT XXXIX HARROLD FORD	N.S. TRUCK/VAN SERVICE & REPAIR	NUTRITION SERVICES DEPARTMENT	13	10,000.00
B22-00153	REFRIGERATION SOLUTIONS, LLC	CENTRAL KITCHEN REFRIGERATION PMS	NUTRITION SERVICES DEPARTMENT	13	3,000.00

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## Includes Purchase Orders dated 06/15/2021 - 07/14/2021 \*\*\*

PO Number	Vendor Name	Description	Location	Fund	Account Amount
B22-00154	FASTENAL CO	KITCHEN EQUIP PARTS/WHSE SUPPLIES FOR SY21-22	NUTRITION SERVICES DEPARTMENT	13	5,000.00
B22-00155	CAMCO WINDING & SALES INC dba CULVER ARMATURE & MOTOR	CAFETERIA EQUIPMENT PARTS	NUTRITION SERVICES DEPARTMENT	13	500.00
B22-00156	COMMERCIAL APPLIANCE SERVICE	CAFETERIA EQUIPMENT PARTS	NUTRITION SERVICES DEPARTMENT	13	2,500.00
B22-00157	PARTS TOWN LLC	PARTS FOR KITCHEN EQUIPMENT	NUTRITION SERVICES DEPARTMENT	13	10,000.00
B22-00158	ZAJIC APPLIANCE SERVICE INC	WASHER/DRYER PARTS FOR KITCHEN EQUIPMENT	NUTRITION SERVICES DEPARTMENT	13	100.00
B22-00159	THE HOME DEPOT PRO	CAFETERIA/KITCHEN EQUIPMENT PARTS/SUPPLIES	NUTRITION SERVICES DEPARTMENT	13	4,500.00
B22-00160	BAR HEIN CO	SUPPLIES/MATERIALS POWER EQUIPMENT SHOP	BUILDINGS & GROUNDS/OPERATIONS	01	1,500.00
B22-00161	CAPITAL RUBBER CO	MACHINE SHOP PARTS & SUPPLIES	BUILDINGS & GROUNDS/OPERATIONS	01	1,000.00
B22-00162	GRAINGER INC ACCOUNT #80927635 5	PARTS/SUPPLIES AS NEEDED OPERATIONS SERVICES	BUILDINGS & GROUNDS/OPERATIONS	01	3,000.00
B22-00163	NAPA AUTO PARTS	PARTS/SUPPLIES FOR EQUIPMENT MAINTENANCE	FACILITIES MAINTENANCE	01	1,000.00
B22-00164	TOYOTA MATERIAL HANDLING NORTH ERN CALIFORNIA	PARTS/SUPPLIES FOR EQUIPMENT MAINTENANCE SHOP	BUILDINGS & GROUNDS/OPERATIONS	01	1,000.00
B22-00165	SACRAMENTO FIRE EXTINGUISHER C O.	FIRE EXTINGUISHER OUTSIDE LABOR AND REPAIR	TRANSPORTATION SERVICES	01	4,950.00
B22-00166	SAFETY KLEEN CORP	SHOP PARTS WASHER SUPPLIES	TRANSPORTATION SERVICES	01	1,500.00
B22-00167	AHAN ENTERPRISES LLC	CARBORATOR REPAIR & SMOGS LABOR	TRANSPORTATION SERVICES	01	4,500.00
B22-00168	TIFCO INDUSTRIES INC	ELECTRICAL / HARDWARE PARTS FOR SCHOOL BUSES	TRANSPORTATION SERVICES	01	4,950.00
B22-00169	U-NEAC FASTENERS INC	MECHANIC SHOP FABRICATION SUPPLIES	TRANSPORTATION SERVICES	01	1,000.00
B22-00170	UPHOLSTERY UNLIMITED	SEAT COVER/CUSHION LABOR & REPAIR	TRANSPORTATION SERVICES	01	1,500.00
B22-00171	Christina Van Noord	DMV/REGISTRATION SERVICES	TRANSPORTATION SERVICES	01	1,000.00
B22-00172	IRON MOUNTAIN RECORDS MANAGMT	CONFIDENTIAL DOCUMENT SHREDDING /IRON MOUNTAIN	TRANSPORTATION SERVICES	01	1,500.00
B22-00173	SHARE CORPORATION	SPECIALTY CLEANING PRODUCTS FOR MECHANIC SHOP	TRANSPORTATION SERVICES	01	4,950.00
B22-00174	Smog Mart, Inc.	CARBORATOR REPAIR & SMOGS LABOR	TRANSPORTATION SERVICES	01	4,800.00

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## Includes Purchase Orders dated 06/15/2021 - 07/14/2021 \*\*\*

PO Number	Vendor Name	Description	Location	Fund	Account Amount
B22-00175	RING & PINION SERVICE	DIFFERENTIAL & DRIVETRAIN LABOR & REPAIR	TRANSPORTATION SERVICES	01	2,000.00
B22-00176	WEST COAST FRAME & COLLISION REPAIR	SCHOOL BUS BODY WELDING LABOR & REPAIRS	TRANSPORTATION SERVICES	01	4,600.00
B22-00177	WESTERN PETERBILT, INC.	SPECIALIZED PETERBILT PARTS FOR SCHOOL BUSES	TRANSPORTATION SERVICES	01	2,000.00
B22-00178	SAMBA HOLDINGS, INC	ELECTRONIC DRIVER PULL NOTICES - SAMBA	TRANSPORTATION SERVICES	01	3,000.00
B22-00179	STATE WATER RESOURCES CONTROL BOARD	STORM WATER FEES - STATE WATER RESOURCES	TRANSPORTATION SERVICES	01	4,500.00
B22-00180	CAPITOL BUILDERS HARDWARE INC	SUPPLIES AS NEEDED FOR CARPENTRY SHOP	FACILITIES MAINTENANCE	01	2,000.00
B22-00181	POLAR BEAR AUTO, AIR & ELECTRI	AIR CONDITIONER REPAIRS FOR BUSES OSL	TRANSPORTATION SERVICES	01	40,000.00
B22-00182	PRUDENTIAL OVERALL SUPPLY	MECHANIC UNIFORMS PER CONTRACT	TRANSPORTATION SERVICES	01	15,000.00
B22-00183	RAMOS ENVIRONMENTAL SERVICES	REMOVE WASTE RECYCLER	TRANSPORTATION SERVICES	01	10,000.00
B22-00184	SNAP ON TOOLS	TORQUE WRENCH CALIBRATIONS LABOR & PARTS	TRANSPORTATION SERVICES	01	7,000.00
B22-00185	VAN DE POL ENTERPRISES	DIESEL FUEL ONLY TRANSPORTATION FLEET	TRANSPORTATION SERVICES	01	300,000.00
B22-00186	VAN DE POL ENTERPRISES	LUBRICANTS/ADDITIVES OIL FOR TRANSPORTATION FLEET	TRANSPORTATION SERVICES	01	15,000.00
B22-00187	ACTION RENTALS LDJ INC.	CARPENTRY MATERIALS FOR WORK ORDERS	FACILITIES MAINTENANCE	01	2,000.00
B22-00188	AURA HARDWARE LUMBER INC.	SUPPLIES AS NEEDED FOR CARPENTRY SHOP	FACILITIES MAINTENANCE	01	2,000.00
B22-00189	CHARLES MCMURRAY CO INC	SUPPLIES FOR CARPENTER SHOP	FACILITIES MAINTENANCE	01	1,000.00
B22-00190	D & S PRODUCTS CO	SUPPLIES FOR CARPENTRY SHOP	FACILITIES MAINTENANCE	01	400.00
B22-00191	SHIFFLER EQUIPMENT SALES, INC	MATERIALS AS NEEDED FOR CARPENTRY SHOP	FACILITIES MAINTENANCE	01	1,000.00
B22-00192	WIREMAN FENCE PRODUCTS	MATERIALS AS NEEDED FOR CARPENTRY SHOP	FACILITIES MAINTENANCE	01	3,000.00
B22-00193	MIDAS AUTO SERVICE EXPERTS	VEHICLE SERVICE & PARTS AS NEEDED	BUILDINGS & GROUNDS/OPERATIONS	01	5,000.00
B22-00194	MORGAN-NELS INDUSTRIAL SUPPLY	MACHINE SHOP PARTS/SUPPLIES FOR CUSTODIAL	BUILDINGS & GROUNDS/OPERATIONS	01	15,000.00
B22-00195	SACRAMENTO VALLEY WILDLIFE SER V	WILDLIFE ANIMALS REMOVAL	BUILDINGS & GROUNDS/OPERATIONS	01	15,000.00
B22-00196	COUNTY OF SACRAMENTO ENVIRONMENTAL MANAGEMENT	ANNUAL HAZ MAT FEES - CO. OF SACRAMENTO	TRANSPORTATION SERVICES	01	6,500.00

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## Includes Purchase Orders dated 06/15/2021 - 07/14/2021 \*\*\*

PO Number	Vendor Name	Description	Location	Fund	Account Amount
B22-00197	RIVERVIEW INTERNATIONAL TRUCKS	OEM PARTS FOR INTERNATIONAL MODEL SCHOOL BUSES	TRANSPORTATION SERVICES	01	50,000.00
B22-00198	RIVERVIEW INTERNATIONAL TRUCKS	INTERNATIONAL BUS OUTSIDE LABOR AND REPAIRS	TRANSPORTATION SERVICES	01	100,000.00
B22-00199	SCHAEFFERS SPECIALIZED LUBRICA	DIESEL FUEL ADDITIVE FOR SCHOOL BUSES	TRANSPORTATION SERVICES	01	9,500.00
B22-00200	SILKE COMMUNICATIONS	2 WAY RADIO MAINTENANCE & OUTSIDE LABOR AND REPAIR	TRANSPORTATION SERVICES	01	30,000.00
B22-00201	VALLEY POWER SYSTEMS, INC.	BUS POWER SYSTEM LABOR & REPAIRS	TRANSPORTATION SERVICES	01	50,000.00
B22-00202	Rabindra Prasad	DRIVER MEDICALS - PRASAD CHIROPRACTIC	TRANSPORTATION SERVICES	01	5,000.00
B22-00203	STATE BOARD OF EQUALIZATION	QUARTERLY TAX RETURNS - BOE - STATE OF CALIFORNIA	TRANSPORTATION SERVICES	01	7,500.00
B22-00204	TRANSTRAKS	TRANSPORTATION DATA MANAGEMENT SERVICE	TRANSPORTATION SERVICES	01	29,000.00
B22-00205	A TEICHERT & SON, INC.	SERVICES/PARTS FOR CARPENTER SHOP	FACILITIES MAINTENANCE	01	1,000.00
B22-00206	AIRGAS	MATERIALS AS NEEDED FOR CARPENTRY SHOP	FACILITIES MAINTENANCE	01	2,500.00
B22-00207	AMS ACOUSTICAL MATERIAL SERVICES	MATERIALS AS NEEDED FOR CARPENTRY SHOP	FACILITIES MAINTENANCE	01	2,500.00
B22-00208	MORGAN-NELS INDUSTRIAL SUPPLY	SUPPLIES FOR CARPENTRY SHOP	FACILITIES MAINTENANCE	01	500.00
B22-00209	NOBILE SAW WORKS	MATERIALS AS NEEDED FOR CARPENTRY SHOP-KNIFE SHARP	FACILITIES MAINTENANCE	01	500.00
B22-00210	WHITE CAP CONSTRUCTION SUPPLY	MATERIALS AS NEEDED FOR CARPENTRY SHOP	FACILITIES MAINTENANCE	01	2,000.00
B22-00211	PIRTEK POWER INN	CUSTOM HYDRAULIC HOSES OUTSIDE LABOR	TRANSPORTATION SERVICES	01	1,000.00
B22-00212	AUTO CREATIONS, INC.	RADIATOR OUTSIDE LABOR REPAIRS	TRANSPORTATION SERVICES	01	2,000.00
B22-00213	CALIFORNIA DEPT OF EDUCATION C ASHIER'S OFFICE	USDA STATE DIVERTED COMMODITY 21-22 SY	NUTRITION SERVICES DEPARTMENT	13	40,000.00
B22-00214	BIMBO BAKERIES USA INC	FRESH BUNS/ROLLS FOR 2021-22 SY	NUTRITION SERVICES DEPARTMENT	13	100,000.00
B22-00215	PANERA BREAD CO	CATERING FOR NUTRITION STAFF TRAINING 2021-22 SY	NUTRITION SERVICES DEPARTMENT	13	7,500.00
B22-00216	PRODUCERS DAIRY FOODS INC	FRESH MILK FOR 21-22 SY	NUTRITION SERVICES DEPARTMENT	13	500,000.00
B22-00217	ERNEST PACKAGING SOLUTIONS	PACKAGING SUPPLIES 2021-22 SY	NUTRITION SERVICES DEPARTMENT	13	20,000.00
B22-00218	US COLD STORAGE OF CALIFORNIA	BACK-UP FREEZER STORAGE 21-22 SY	NUTRITION SERVICES DEPARTMENT	13	10,000.00

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## Includes Purchase Orders dated 06/15/2021 - 07/14/2021 \*\*\*

PO Number	Vendor Name	Description	Location	Fund	Account Amount
B22-00219	VERITIV OPERATING COMPANY	PACKAGING FOR CENTRAL KITCHEN 21-22 SY	NUTRITION SERVICES DEPARTMENT	13	20,000.00
B22-00220	DAYLIGHT FOODS, INC.	PRODUCE FOR SUMMER PROGRAMS 2021-22 SY	NUTRITION SERVICES DEPARTMENT	13	60,000.00
B22-00221	PRODUCERS DAIRY FOODS INC	FRESH MILK FOR SUMMER PROGRAMS 2021-22 SY	NUTRITION SERVICES DEPARTMENT	13	30,000.00
B22-00222	COUNTY OF SACRAMENTO ENVIRONME NTAL MANAGEMENT	COUNTY HEALTH INSPECTIONS/PERMITS 21-22 SY	NUTRITION SERVICES DEPARTMENT	13	40,000.00
B22-00223	AUTO-CHLOR SYSTEM OF NOR CAL	WAREWASH SUPPLIES FOR THE CENTRAL KITCHEN 2021-22	NUTRITION SERVICES DEPARTMENT	13	5,000.00
B22-00224	SYSCO FOOD SVCS OF SACRAMENTO	PRODUCT FOR CENTRAL KITCHEN FOR SUMMER SY 2022	NUTRITION SERVICES DEPARTMENT	13	20,000.00
B22-00225	HUBERT COMPANY LLC	PACKAGING FOR NUTRITION SERVICES 2021-22 SY	NUTRITION SERVICES DEPARTMENT	13	15,000.00
B22-00226	ELEVATOR INDUSTRIES INC	CHAIRLIFTS/ELEVATOR SERVICES #008818	FACILITIES MAINTENANCE	01	73,500.00
B22-00227	STATE OF CALIFORNIA DEPT OF IN DUSTRIAL RELATIONS	CONVEYANCE INVOICES (PERMITS)	FACILITIES MAINTENANCE	01	12,500.00
B22-00228	AIRGAS	EQUIPMENT RENTAL FOR CARPENTER SHOP	FACILITIES MAINTENANCE	01	11,000.00
B22-00229	ALLIED BUILDING PRODUCTS	MATERIALS AS NEEDED FOR CARPENTRY SHOP	FACILITIES MAINTENANCE	01	5,000.00
B22-00230	NEW HOME BUILDING SUPPLY INC	CARPENTRY SUPPLIES FOR REPAIRS	FACILITIES MAINTENANCE	01	16,000.00
B22-00231	THE HOME DEPOT PRO	COMMERCIAL LAUNDRY/WAREWASH SUPPLIES 2021-22 SY	NUTRITION SERVICES DEPARTMENT	13	30,000.00
CHB21-00418	RAY MORGAN/SCUSD	CANON COPIER RENTAL AGREEMENT 2020-21 (CJA)	JOHN F. KENNEDY HIGH SCHOOL	01	1,405.88
CHB22-00001	RAY MORGAN/SCUSD	CANON COPIER FOR 21/22 SCHOOL YEAR	MATSUYAMA ELEMENTARY SCHOOL	01	3,000.00
CHB22-00002	RAY MORGAN/SCUSD	CANON COPIERS	LEONARDO da VINCI ELEMENTARY	01	10,000.00
CHB22-00003	RAY MORGAN/SCUSD	CANON COPIER RENTAL	WILL C. WOOD MIDDLE SCHOOL	01	6,000.00
CHB22-00004	RAY MORGAN/SCUSD	MCCLASKEY-COPIER FRONT,LOWER OFFICES, GRAPHIC ARTS	A.WARREN McCLASKEY ADULT	11	8,000.00
CHB22-00005	U S BANK/SCUSD	CAL CARD - US BANK - RONALD HILL	TRANSPORTATION SERVICES	01	2,500.00
CHB22-00006	RAY MORGAN/SCUSD	COPY MACHINE CONTRACT 3 COPIERS-RAY MORGAN	TRANSPORTATION SERVICES	01	7,500.00
CHB22-00007	SCUSD - RAY MORGAN CO	CANON COPIER RENTAL FY 21/22	TAHOE ELEMENTARY SCHOOL	01	3,600.00
CHB22-00008	SCUSD - RAY MORGAN CO	SERNA: COPIER USAGE	EMPLOYEE COMPENSATION	01	1,200.00
CHB22-00009	SCUSD/PAPER	PAPER USAGE	EMPLOYEE COMPENSATION	01	899.00

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## Includes Purchase Orders dated 06/15/2021 - 07/14/2021 \*\*\*

PO Number	Vendor Name	Description	Location	Fund	Account Amount
CHB22-00010	RAY MORGAN - SCUSD	CANON COPIER YEARLY CONTRACT	HEALTH PROFESSIONS HIGH SCHOOL	01	3,150.00
CHB22-00011	RAY MORGAN/SCUSD	CANON COPIER 2021/2022	MARTIN L. KING JR ELEMENTARY	01	4,000.00
CHB22-00012	RAY MORGAN/SCUSD	COPY MACHINES - C. A. JONES	NEW SKILLS & BUSINESS ED. CTR	11	22,000.00
CHB22-00013	RAY MORGAN/SCUSD	CANON COPIER USAGE 2021-2022	BOARD OF EDUCATION	01	2,000.00
CHB22-00014	SCUSD/PAPER	PAPER USAGE FOR SHARED EQUIPMENT 2021-2022	BOARD OF EDUCATION	01	500.00
CHB22-00015	U S BANK/SCUSD	BOARD OF EDUCATION MEMBER SUPPLIES	BOARD OF EDUCATION	01	10,000.00
CHB22-00016	RAY MORGAN/SCUSD	21-22 COPIER RENTAL	HEALTH SERVICES	01	10,000.00
CHB22-00017	SCUSD - RAY MORGAN CO	CANON COPIERS	ABRAHAM LINCOLN ELEMENTARY	01	8,000.00
CHB22-00018	SCUSD - RAY MORGAN CO	COPIER RENTAL & USAGE FOR CAREER READINESS	CAREER & TECHNICAL PREPARATION	01	2,000.00
CHB22-00019	RAY MORGAN/SCUSD	SERNA 21-22 - COPIER RENTAL	CHILD DEVELOPMENT PROGRAMS	12	12,000.00
CHB22-00020	RAY MORGAN/SCUSD	HIRAM JOHNSON REG 21-22 - COPIER RENTAL	CHILD DEVELOPMENT PROGRAMS	12	8,000.00
CHB22-00021	SCUSD/PAPER	SERNA 21-22 - COPIER PAPER USAGE	CHILD DEVELOPMENT PROGRAMS	12	2,400.00
CHB22-00022	RAY MORGAN/SCUSD	BLANKET ORDER FOR CANON COPIER - FY 21/22	CROCKER/RIVERSIDE ELEMENTARY	01	2,300.00
CHB22-00023	SCUSD - RAY MORGAN CO	SCHOOL WIDE CANON COPIER RENTAL 2021/2022	OAK RIDGE ELEMENTARY SCHOOL	01	6,500.00
CHB22-00024	OFFICE DEPOT	CLASSROOM SUPPLIES 2021-2022	MATSUYAMA ELEMENTARY SCHOOL	01	5,000.00
CHB22-00025	OFFICE DEPOT	2021-2022 SY OFFICE DEPOT BLANKET	WILL C. WOOD MIDDLE SCHOOL	01	10,000.00
CHB22-00026	OFFICE DEPOT	ADMINISTRATION - SUPPLIES 21/22	A.WARREN McCLASKEY ADULT	11	1,500.00
CHB22-00027	OFFICE DEPOT	DEVELOPMENTALLY DISABLED PROGRAM SUPPLIES	A.WARREN McCLASKEY ADULT	11	800.00
CHB22-00028	OFFICE DEPOT	PARENT ED PROGRAM SUPPLIES- OFFICE DEPOT	A.WARREN McCLASKEY ADULT	11	5,000.00
CHB22-00029	THE HOME DEPOT PRO	CUSTODIAL SUPPLIES FOR PLANT MNGR - SUPPLYWORKS	A.WARREN McCLASKEY ADULT	11	6,000.00
CHB22-00030	OFFICE DEPOT	OFFICE & MISC SUPPLIES - OFFICE DEPOT	TRANSPORTATION SERVICES	01	20,000.00
CHB22-00031	OFFICE DEPOT	OFFICE DEPOT	HEALTH PROFESSIONS HIGH SCHOOL	01	10,000.00
CHB22-00032	OFFICE DEPOT	OFFICE DEPOT	HEALTH PROFESSIONS HIGH SCHOOL	01	8,000.00
CHB22-00033	OFFICE DEPOT	OFFICE DEPOT - 2021/2022 FY	PURCHASING SERVICES	01	3,200.00

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## Includes Purchase Orders dated 06/15/2021 - 07/14/2021 \*\*\*

PO Number	Vendor Name	Description	Location	Fund	Account Amount
CHB22-00034	OFFICE DEPOT	OFFICE DEPOT - SERNA -PAPER #118487	PURCHASING SERVICES	01	20,000.00
CHB22-00035	OFFICE DEPOT	OFFICE DEPOT-SUPPLIES/MATERIALS AS NEEDED FY21/22	EMPLOYEE COMPENSATION	01	7,000.00
CHB22-00036	OFFICE DEPOT	BLANKET ORDER: OFFICE DEPOT SUPPLIES FY 21-22	EQUITY, ACCESS & EXCELLENCE	01	1,500.00
CHB22-00037	OFFICE DEPOT	SCHOOL SUPPLIES 2021/22	MARTIN L. KING JR ELEMENTARY	01	15,000.00
CHB22-00038	OFFICE DEPOT	ADMIN/OFFICE SUPPLIES- OFFICE DEPOT (113902)	NEW SKILLS & BUSINESS ED. CTR	11	5,000.00
CHB22-00039	OFFICE DEPOT	HVAC_INSTRUCTIONAL SUPPLIES- OFFICE DEPOT (113902)	NEW SKILLS & BUSINESS ED. CTR	11	1,000.00
CHB22-00040	OFFICE DEPOT	MEDICAL ASSISTANT - INSTRUCTIONAL SUPPLIES	NEW SKILLS & BUSINESS ED. CTR	11	1,000.00
CHB22-00041	OFFICE DEPOT	PHARM. ASST. - INSTRUCTIONAL SUPPLIES	NEW SKILLS & BUSINESS ED. CTR	11	1,000.00
CHB22-00042	OFFICE DEPOT	VN/NA/VNREQ PROGRAMS INSTRUCTIONAL SUPPLIES	NEW SKILLS & BUSINESS ED. CTR	11	1,500.00
CHB22-00043	OFFICE DEPOT	COURT REPORTING PROGRAM INSTRUCTIONAL SUPPLIES	NEW SKILLS & BUSINESS ED. CTR	11	800.00
CHB22-00044	OFFICE DEPOT	POSTAGE- OFFICE DEPOT (113902)	NEW SKILLS & BUSINESS ED. CTR	11	300.00
CHB22-00045	OFFICE DEPOT	MANU._INSTR. SUPPLIES- OFFICE DEPOT (113902)	NEW SKILLS & BUSINESS ED. CTR	11	1,000.00
CHB22-00046	THE HOME DEPOT PRO	CUSTODIAL SUPPLIES	NEW SKILLS & BUSINESS ED. CTR	11	10,000.00
CHB22-00047	OFFICE DEPOT	OFFICE DEPOT 21-22 - SERNA (NI)	CHILD DEVELOPMENT PROGRAMS	12	10,000.00
CHB22-00048	OFFICE DEPOT	OFFICE DEPOT 21-22 - HJ REG (NI)	CHILD DEVELOPMENT PROGRAMS	12	6,000.00
CHB22-00049	OFFICE DEPOT	OFFICE DEPOT 21-22 - HS, ST, FD, PD, WR (INST)	CHILD DEVELOPMENT PROGRAMS	12	8,400.00
CHB22-00050	OFFICE DEPOT	OFFICE DEPOT 21-22 - HS, ST, PD, FD, WR (NI)	CHILD DEVELOPMENT PROGRAMS	12	4,200.00
CHB22-00051	OFFICE DEPOT	OFFICE DEPOT 21-22 - FB, SA (INST)	CHILD DEVELOPMENT PROGRAMS	12	1,000.00
CHB22-00052	OFFICE DEPOT	OFFICE DEPOT 21-22 - FB, SA (NI)	CHILD DEVELOPMENT PROGRAMS	12	500.00
CHB22-00053	OFFICE DEPOT	2021-22 OFFICE SUPPLIES	ADMIN-LEGAL COUNSEL	01	1,000.00
CHB22-00054	OFFICE DEPOT	WORKERS COMP SUPPLIES/MATERIALS w/ OFFICE DEPOT	RISK MANAGEMENT	67	8,000.00
CHB22-00055	OFFICE DEPOT	OFFICE SUPPLY BLANKET ORDER 2021-2022	BOARD OF EDUCATION	01	5,000.00
CHB22-00056	OFFICE DEPOT	2021-2022 OFFICE SUPPLIES	SAFE SCHOOLS OFFICE	01	500.00
CHB22-00057	OFFICE DEPOT	Blanket Purchase Order for office supplies.	MATERIALS DEVELOPMENT LAB	01	25,000.00

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## Includes Purchase Orders dated 06/15/2021 - 07/14/2021 \*\*\*

PO Number	Vendor Name	Description	Location	Fund	Account Amount
CHB22-00058	OFFICE DEPOT	21-22 OFFICE SUPPLIES	HEALTH SERVICES	01	20,000.00
CHB22-00059	OFFICE DEPOT	SUPPLEMENTAL INSTRUCTIONAL SUPPLIES	SEQUOIA ELEMENTARY SCHOOL	01	5,000.00
CHB22-00060	OFFICE DEPOT	CTE OFFICE SUPPLIES NON-INSTRUCTIONAL	CAREER & TECHNICAL PREPARATION	01	2,000.00
CHB22-00061	OFFICE DEPOT	CTE OFFICE SUPPLIES INSTRUCTIONAL	CAREER & TECHNICAL PREPARATION	01	2,000.00
CHB22-00062	LAKESHORE LEARNING CORP ATTENTION: JON BELL	LAKESHORE 21-22 - ALL PS SITES (INST)	CHILD DEVELOPMENT PROGRAMS	12	7,360.00
CHB22-00063	OFFICE DEPOT	OFFICE DEPOT (JULY 2021) SUMMER MAT. INST/NON INST	CHILD DEVELOPMENT PROGRAMS	12	2,000.00
CHB22-00064	THE HOME DEPOT PRO	HOME DEPOT PRO 21-22 - HJ REG - CUSTODIAL SUPPLIES	CHILD DEVELOPMENT PROGRAMS	12	3,000.00
CHB22-00065	THE HOME DEPOT PRO	HOME DEPOT PRO 21-22 - SA, FB - CUSTODIAL SUPPLIES	CHILD DEVELOPMENT PROGRAMS	12	2,400.00
CHB22-00066	THE HOME DEPOT PRO	HOME DEPOT PRO 21-22 - PD, FD, WRAP	CHILD DEVELOPMENT PROGRAMS	12	25,200.00
CHB22-00067	THE HOME DEPOT PRO	HOME DEPOT PRO FIRST 5 PLAYGRP/TARGET SITES 21-22	CHILD DEVELOPMENT PROGRAMS	12	1,000.00
CHB22-00068	OFFICE DEPOT	OFFICE DEPOT - FY 21/22 SCHOOL SUPPLIES AS NEEDED	CROCKER/RIVERSIDE ELEMENTARY	01	10,000.00
CHB22-00069	OFFICE DEPOT	OFFICE DEPOT BLANKET 2021-22 STUDENT MATERIALS	PACIFIC ELEMENTARY SCHOOL	01	396.00
CHB22-00070	OFFICE DEPOT	OFFICE SUPPLIES FOR DISTRIBUTION SERVICES 2021/22	NUTRITION SERVICES DEPARTMENT	01	500.00
CHB22-00071	OFFICE DEPOT	21-22 SY OFFICE DEPOT/OFFICE SUPPLIES	CONTINUOUS IMPRVMT & ACNTBLTY	01	500.00
CHB22-00072	OFFICE DEPOT	21-22 SY OFFICE DEPOT/OFFICE SUPPLIES	COUNSELING SERVICES	01	500.00
CHB22-00073	RAY MORGAN/SCUSD	21-22 SY SERNA COPIER USAGE	CONTINUOUS IMPRVMT & ACNTBLTY	01	500.00
CHB22-00074	SCUSD/PAPER	21-22 SY SERNA PAPER USAGE	CONTINUOUS IMPRVMT & ACNTBLTY	01	500.00
CHB22-00075	OFFICE DEPOT	SCHOOL SUPPLIES FOR 2021/2022 SCHOOL YEAR	OAK RIDGE ELEMENTARY SCHOOL	01	2,000.00
CHB22-00076	OFFICE DEPOT	OFFICE SUPPLIES FOR NUTRITION/KITCHENS SY 2021-22	NUTRITION SERVICES DEPARTMENT	13	25,000.00
CHB22-00077	SUPPLY WORKS	NUTRITION CUSTODIAL SUPPLIES 2021-22 SY	NUTRITION SERVICES DEPARTMENT	13	4,500.00
CHB22-00078	SUPPLY WORKS	WAREHOUSE CUSTODIAL SUPPLIES 2021-22 SY	NUTRITION SERVICES DEPARTMENT	01	1,000.00

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## Includes Purchase Orders dated 06/15/2021 - 07/14/2021 \*\*\*

PO Number	Vendor Name	Description	Location	Fund	Account Amount
CHB22-00079	RAY MORGAN/SCUSD	CANON COPIER RENTAL/WAREHOUSE 21/22	NUTRITION SERVICES DEPARTMENT	01	500.00
				13	2,500.00
CHB22-00080	RAY MORGAN/SCUSD	COPIER LEASE 2021-22	ROSEMONT HIGH SCHOOL	01	13,000.00
CHB22-00081	RAY MORGAN/SCUSD	2021-2022 BO FOR COPIER USAGE	ADMIN-LEGAL COUNSEL	01	500.00
CHB22-00082	SCUSD/PAPER	2021-2022 BO FOR COPIER PAPER	ADMIN-LEGAL COUNSEL	01	500.00
CHB22-00083	SCUSD/PAPER	PAPER USAGE	RISK MANAGEMENT	01	1,500.00
CHB22-00084	RAY MORGAN/SCUSD	CANON COPIER RENTAL/NUTRITION 21/22	NUTRITION SERVICES DEPARTMENT	13	5,000.00
CHB22-00085	OFFICE DEPOT	CLASSROOM SUPPLIES TITLE1	ROSEMONT HIGH SCHOOL	01	10,000.00
CHB22-00086	OFFICE DEPOT	21-22 SY OFFICE DEPOT SUPPLIES - PARENT ENGAGEMENT	PARENT ENGAGEMENT	01	5,000.00
CHB22-00087	OFFICE DEPOT	ATTENDANCE DEPT. OFFICE DEPOT 2021-22	ENROLLMENT CENTER	01	3,500.00
CHB22-00088	OFFICE DEPOT	OFFICE DEPOT INSTRUCTIONAL SUPPLIES FY21/22	C. K. McCLATCHY HIGH SCHOOL	01	35,000.00
CHB22-00089	OFFICE DEPOT	RESOURCE PROGRAMS (OFFICE DEPOT)	SPECIAL EDUCATION DEPARTMENT	01	4,200.00
CHB22-00090	OFFICE DEPOT	WORKABILITY SUPPLIES OFFICE DEPOT	SPECIAL EDUCATION DEPARTMENT	01	2,000.00
CHB22-00091	OFFICE DEPOT	LD CLASS SUPPLIES: OFFICE DEPOT	SPECIAL EDUCATION DEPARTMENT	01	3,000.00
CHB22-00092	OFFICE DEPOT	SPEECH SUPPLIES: OFFICE DEPOT	SPECIAL EDUCATION DEPARTMENT	01	2,500.00
CHB22-00093	OFFICE DEPOT	PRE-K SITE MATERIALS: OFFICE DEPOT	SPECIAL EDUCATION DEPARTMENT	01	3,000.00
CHB22-00094	RAY MORGAN/SCUSD	COPIERS FOR SITE LOCATED PROGRAMS	SPECIAL EDUCATION DEPARTMENT	01	3,000.00
CHB22-00095	SCUSD - PAPER USAGE	SERNA PAPER USAGE	SPECIAL EDUCATION DEPARTMENT	01	3,800.00
CHB22-00096	OFFICE DEPOT	2021-2022 LTS Office Depot Account	LIBRARY/TEXTBOOK SERVICES	01	1,500.00
CHB22-00097	OFFICE DEPOT	CENTRAL SUPPORT OFFICE DEPOT	SPECIAL EDUCATION DEPARTMENT	01	17,500.00
CHB22-00098	OFFICE DEPOT	SEVERE CLASS SUPPLIES: OFFICE DEPOT	SPECIAL EDUCATION DEPARTMENT	01	11,500.00
CHB22-00099	OFFICE DEPOT	FY 21-22 - OFFICE DEPOT BLANKET- LCFF/F/R(4310)	KIT CARSON INTL ACADEMY	01	7,000.00
CHB22-00100	OFFICE DEPOT	FY 21-22 - OFFICE DEPOT BLANKET- TITLE 1 (3010)	KIT CARSON INTL ACADEMY	01	6,000.00
CHB22-00101	THE HOME DEPOT PRO	SEVERE CLASS SUPPLIES: SUPPLYWORKS/HOME DEPOT	SPECIAL EDUCATION DEPARTMENT	01	16,000.00

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## Includes Purchase Orders dated 06/15/2021 - 07/14/2021 \*\*\*

PO Number	Vendor Name	Description	Location	Fund	Account Amount
CS21-00335	ROBERTS FAMILY DEVELOPMENT CTR	SUMMER SCHOOL 2021 - ROBERTS FAMILY	YOUTH DEVELOPMENT	01	160,111.07
				01	70,086.93
CS21-00336	ROSE FAMILY CREATIVE EMPOWERME NT CENTER	SUMMER SCHOOL 2021- ROSE FAMILY	YOUTH DEVELOPMENT	01	72,251.69
				01	219,435.46
CS21-00337	VIRGINIA INTERMILL	SUMMER SCHOOL-INTERMILL	YOUTH DEVELOPMENT	01	6,435.00
				01	6,435.00
CS21-00338	JAMIE HOFFMAN	RECREATIONAL THERAPY ASSESSMENT	SPECIAL EDUCATION DEPARTMENT	01	1,300.00
CS21-00339	COMPREHENSIVE SECURITY SERVICE S INC	AMERICAN LEGION FIRE WATCH SERVICE	BUILDINGS & GROUNDS/OPERATIONS	01	9,920.00
CS21-00340	GREAT MINDS PBC	After Close	JOHN D SLOAT BASIC ELEMENTARY	01	7,800.00
CS21-00341	CONSORTIUM ON REACHING EXCELLENCE IN EDUCATION INC	CORE- SIPPS Training	PARKWAY ELEMENTARY SCHOOL	01	9,000.00
CS21-00342	KNOWING TECHNOLOGIES LLC	CB CARES - Knowing Technologies	CONSOLIDATED PROGRAMS	01	19,800.00
CS21-00343	PARENT INSTITUTE FOR QUALITY EDUCATION	PARENT/FAMILY SURVEYS	BOARD OF EDUCATION	01	20,000.00
CS21-00344	SCOE K12 CURRICULUM & INSTRUCTION	MOU ELD SUPPORT	JOHN D SLOAT BASIC ELEMENTARY	01	24,000.00
CS21-00345	SCOE K12 CURRICULUM & INSTRUCTION	SIG - ELA PROFESSIONAL DEVELOPMENT	H.W. HARKNESS ELEMENTARY	01	25,200.00
CS21-00346	SCOE K12 CURRICULUM & INSTRUCTION	SCOE MOU PROFESSIONAL DEVELOPMENT 2021-2022 SY	WOODBINE ELEMENTARY SCHOOL	01	35,000.00
CS21-00347	SCOE K12 CURRICULUM & INSTRUCTION	2021-22 SCHOOL YEAR EXHIBIT A	SUSAN B. ANTHONY ELEMENTARY	01	38,400.00
CS21-00348	CSBA	GOVERNANCE CONSULTING SERVICES	BOARD OF EDUCATION	01	2,700.00
CS21-00349	1810 GALLERY LLC	MURAL PROJECT AT WASHINGTON	YOUTH DEVELOPMENT	01	11,000.00
CS21-00350	CALIFORNIA DEPT OF TOXIC SUBSTANCES CONTROL	ENVIRONMENTAL OVERSIGHT AGREEMENT - SOUTH	FACILITIES SUPPORT SERVICES	25	3,650.12
				25	32,325.88
CS21-00351	CALIFORNIA DEPT OF TOXIC SUBSTANCES CONTROL	ENVIRONMENTAL OVERSIGHT AGREEMENT - NORTH	FACILITIES SUPPORT SERVICES	25	5,832.04
				25	30,143.96
CS21-00352	DR. HUELING LEE	SEAL OF CIVIC ENGAGEMENT SERVICES	CAREER & TECHNICAL PREPARATION	01	7,000.00
				01	13,000.00
CS21-00353	EPOCH EDUCATION INC	EPOCH TEACHER TRAINING	TAHOE ELEMENTARY SCHOOL	01	7,000.00
CS21-00354	PEOPLE REACHING OUT PRO YOUTH & FAMILIES INC	ACADEMIC/SEL SUPPORT FOR HOMELESS STUDENTS	YOUTH DEVELOPMENT	01	30,000.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
CS21-00355	SCOE K12 CURRICULUM & INSTRUCT ION	MOU FOR ELA SUPPORT FOR 21/22	PARKWAY ELEMENTARY SCHOOL	01	9,600.00
CS21-00356	BROOKE PURVES	BROOKE PURVES (COLLEGE MENTORING) 2020-2021	JOHN F. KENNEDY HIGH SCHOOL	01	3,000.00
CS21-00357	PLACER COUNTY OFFICE OF ED	SIG CONTRACT PBIS TRAINING	JOHN D SLOAT BASIC ELEMENTARY	01	15,500.00
CS21-00358	SCOE K12 CURRICULUM & INSTRUCT ION	SCOE ELA CONTRACT	JOHN H. STILL - K-8	01	79,200.00
CS21-00361	BOYS & GIRLS CLUBS OF GREATER SACRAMENTO	SUMMER SCHOOL - BOYS & GIRLS CLUB	YOUTH DEVELOPMENT	01	88,664.40
CS21-00362	TARGET EXCELLENCE	SUMMER SCHOOL - TARGET EXCELLENCE	YOUTH DEVELOPMENT	01	59,605.00
CS21-00363	LEADERS OF TOMORROW AFTER SCHO OL PROGRAM	SUMMER SCHOOL - LEADERS OF TOMORROW	YOUTH DEVELOPMENT	01	44,160.00
CS21-00365	YANG DESIGN	SIG CONTRACT AFTER CLOSE	SUSAN B. ANTHONY ELEMENTARY	01	25,000.00
CS21-00366	ROSE FAMILY CREATIVE EMPOWERME NT CENTER	SUMMER BRIDGE CREDIT RECOVERY PROGRAM	LUTHER BURBANK HIGH SCHOOL	01	42,000.00
CS21-00368	CONDITIONS FOR LEARNING	COACHING/PD FOR 2021/22	LEATAATA FLOYD ELEMENTARY	01	90,000.00
CS22-00003	CENTER FOR CULTURALLY RESPONSIV E TEACHING & LEARNING	St. Francis Title II Sharroky Hollie	CONSOLIDATED PROGRAMS	01	4,000.00
CS22-00004	CITY YEAR INC	CITY YEAR CONTRACT 2021-22	EQUITY, ACCESS & EXCELLENCE	01	907,500.00
CS22-00005	PADRE ASSOCIATES INC	OLD MARSHALL Phase I ESA	FACILITIES SUPPORT SERVICES	21	3,800.00
CS22-00006	BUREAU VERITAS TECHNICAL ASSES SMENTS LLC	OLD MARSHALL CONDITION ASSESSMENT	FACILITIES SUPPORT SERVICES	21	23,343.00
CS22-00007	ATTENDANCE WORKS COMMUNITY INI TIATIVES	Attendance Works 2021-2022	ENROLLMENT CENTER	01	10,000.00
CS22-00008	LPC CONSULTING ASSOCIATES INC	LPC Attend Toolkit	ENROLLMENT CENTER	01	45,000.00
CS22-00009	NOBLE CREATIVE COLLECTIVE	Be Here Branding and Website - renewal FY 21-22	ENROLLMENT CENTER	01	45,000.00
CS22-00010	IMPROVE YOUR TOMORROW	IMPROVE YOUR TOMORROW	CAREER & TECHNICAL PREPARATION	01	150,000.00
CS22-00011	EMICS INC dba INFORMED K12	INTERNAL OFFICE FORMS & WORKFLOW PROCESSES	BUDGET SERVICES	01	132,810.00
CS22-00012	IN CLASS TODAY INC	IN CLASS TODAY AGREEMENT	ENROLLMENT CENTER	01	149,617.00
CS22-00013	TEACHING STRATEGIES INC	TEACHING STRATEGIES - CREATIVE CURRICULUM	CHILD DEVELOPMENT PROGRAMS	12	2,900.00
CS22-00014	KCB INVESTMENTS LLC	0032-409 CALEB 4TH R PORT ADDITION-IOR SERVICES	FACILITIES SUPPORT SERVICES	21	3,380.00
CS22-00016	LPC CONSULTING ASSOCIATES INC	LPC SSHS MANUAL	STUDENT SUPPORT&HEALTH SRVCS	01	20,000.00
CS22-00017	EXZELDA VERNON	NOTARY SERVICES FY 21-22	BUSINESS SERVICES	01	500.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
CS22-00018	NATIONAL ANALYTICAL LAB INC	0117-416 FKBK ROOF CONSTRUCTION TESTING	FACILITIES SUPPORT SERVICES	21	595.00
CS22-00019	PAMELA MANWILLER	CONSULTANT/NEGOTIATIONS	ADMIN-LEGAL COUNSEL	01	63,000.00
CS22-00020	SITEIMPROVE INC	WEBSITE QUALITY ASSURANCE SOFTWARE 2021-2022	ADMIN-LEGAL COUNSEL	01	13,070.27
CS22-00021	DOCUMENT TRACKING SERVICES	DTS Translations 2021/22	CONTINUOUS IMPRVMT & ACNTBLTY	01	24,831.50
CS22-00022	SCHOOL SERVICES OF CALIFORNIA	SSC FISCAL SERVICES 7/1/21 - 6/30/22	BUSINESS SERVICES	01	4,880.00
CS22-00023	SACRAMENTO THEATRE CO	SUMMER SCHOOL - SAC THEATRE CO	YOUTH DEVELOPMENT	01	22,500.00
CS22-00024	THE CYPHER HIP HOP WORKSHOPS	SUMMER SCHOOL - THE CYPHER HIP HOP	YOUTH DEVELOPMENT	01	18,000.00
CS22-00025	NORCAL SCHOOL OF THE ARTS	SUMMER SCHOOL - NORCAL SCHOOL OF ARTS	YOUTH DEVELOPMENT	01	44,250.00
CS22-00026	TEEN S TEAM+	SUMMER SCHOOL SUPPLEMENTAL - TEEN S TEAM	YOUTH DEVELOPMENT	01	2,880.00
CS22-00027	CHARLES COOPER	SUMMER SCHOOL SUPPLEMENTAL SERVICES	YOUTH DEVELOPMENT	01	4,800.00
CS22-00028	STUDIO T	SUMMER SCHOOL -STUDIO T- SUPPLEMENTAL SERVICES -	YOUTH DEVELOPMENT	01	21,600.00
CS22-00029	CROCKER ART MUSEUM	SUMMER SCHOOL-CROCKER ART	YOUTH DEVELOPMENT	01	14,400.00
N21-00063	SCHOOL STEPS INC	AGENCY SERVICES	SPECIAL EDUCATION DEPARTMENT	01	300,000.00
P21-03669	STOMMEL INC LEHR AUTO	EQUIPMENT FOR NEW SECURITY VEHICLE	FACILITIES MAINTENANCE	01	3,978.49
P21-03670	C R LAURENCE CO	COVID-19- MTRLS FOR WINDOW REPAIRS	FACILITIES MAINTENANCE	01	6,220.22
P21-03671	INDOOR ENVIRONMENTAL SERVICES FAMAND INC	COVID - HVAC REPLACEMENT RM E218 @ ROSEMONT	FACILITIES MAINTENANCE	01	13,384.00
P21-03673	SHARON KENNEDY ESTATE MGMT	SETTLEMENT TRUST OAH2021010068	SPECIAL EDUCATION DEPARTMENT	01	119,000.00
P21-03674	BEACON BUILDING PRODUCTS ALLIE D BUILDING PRODUCTS	REDDING AVENUE REMODEL	FACILITIES MAINTENANCE	01	6,059.22
				01	385.42
P21-03675	HENGHOLD MOTOR CO. INC	REPLACEMENT VEHICLE FOR ELECTRONICS	FACILITIES MAINTENANCE	01	39,329.63
P21-03676	SYSTEMS TECH INC	A LEGION FIRE SPRINKLER REPAIRS	FACILITIES MAINTENANCE	01	30,237.00
P21-03677	CDW GOVERNMENT	COVID-19 CLOUD SERVICES FOR TELEPHONES	FACILITIES MAINTENANCE	01	4,164.00

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## Includes Purchase Orders dated 06/15/2021 - 07/14/2021 \*\*\*

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P21-03678	CDW GOVERNMENT	NJROTC LAPTOP	LUTHER BURBANK HIGH SCHOOL	01	2,175.42
				01	27.29
P21-03679	AT&T	COVID-19 UPGRADE TO DISTRICT TELEPHONE SERVICE	FACILITIES MAINTENANCE	01	6,414.91
P21-03680	CDW GOVERNMENT	DHH PROGRAM MTRLS	SPECIAL EDUCATION DEPARTMENT	01	684.34
P21-03681	SACRAMENTO COUNTY OFFICE OF EDUCATION	EXCESS COST 2020-2021	SPECIAL EDUCATION DEPARTMENT	01	1,145,130.00
P21-03682	CDW GOVERNMENT	DHH PROGRAM MTRLS	SPECIAL EDUCATION DEPARTMENT	01	2,430.26
P21-03683	QUADIENT INC	COVID - Envelope Printer	CENTRAL PRINTING SERVICES	01	17,395.65
P21-03684	IVS COMPUTER TECHNOLOGIES	4YR MART LEARNTE 4YR EXTENDED SOFTWARE	SUSAN B. ANTHONY ELEMENTARY	01	2,394.00
P21-03685	PORTOLA SYSTEMS INC	CISCO Umbrella Cloud Security	TECHNOLOGY SERVICES	01	187,975.00
P21-03689	AMAZON CAPITAL SERVICES	After Close - AMAZON	WOODBINE ELEMENTARY SCHOOL	01	1,038.16
P21-03690	JONES SCHOOL SUPPLY CO INC	After Close - SCHOOL SUPPLIES	WOODBINE ELEMENTARY SCHOOL	01	6,386.39
P21-03691	ALL WEST COACHLINES INC	All West Coachlines FY 20-21	JOHN F. KENNEDY HIGH SCHOOL	01	2,002.20
P21-03692	DISCOUNT SCHOOL SUPPLY	DHH PROGRAM MTRLS	SPECIAL EDUCATION DEPARTMENT	01	1,419.17
P21-03693	GOPHER SPORT	After Close-SUMMER PROGRAM- PE SUPPLIES	KIT CARSON INTL ACADEMY	01	1,112.41
				01	421.43
P21-03694	GYM CLOSET	After Close-SUMMER PROGRAM PE SUPPLIES	KIT CARSON INTL ACADEMY	01	426.25
P21-03695	EDPUZZLE INC	EDPUZZLE - SIG FUNDING	JOHN H. STILL - K-8	01	3,300.00
P21-03696	BLOOM SOFTWARE INC dba THRIVELY	THRIVELY - SIG FUNDING	JOHN H. STILL - K-8	01	12,500.00
P21-03697	MULLER SPORTS	Additional Sports Officiating FY 20-21 at JFK	JOHN F. KENNEDY HIGH SCHOOL	01	10,169.00
P21-03698	MULLER SPORTS	MULLER SPORTS - SPORTS OFFICIALS	WEST CAMPUS	01	2,072.00
P21-03699	MYSTERY SCIENCE INC	MYSTERY SCIENCE - SIG FUNDING	JOHN H. STILL - K-8	01	2,498.00
P21-03700	RENAISSANCE LEARNING INC	RENAISSANCE LEARNING - SIG FUNDING	JOHN H. STILL - K-8	01	45,009.45
P21-03702	RAYMOND HANDLING CONCEPTS CORP	ELECTRIC PALLET JACK FOR CENTRAL KITCHEN	NUTRITION SERVICES DEPARTMENT	21	4,604.48
P21-03703	SCUSD - US BANK CAL CARD	PLANTERS FOR CENTRAL KITCHEN ADMIN OFFICE	NUTRITION SERVICES DEPARTMENT	13	6,017.19
P21-03704	AMAZON CAPITAL SERVICES	TANGLE RELAX THERAPY/WOBBLE CUSHION	ETHEL I. BAKER ELEMENTARY	01	34.29
P21-03705	AMAZON CAPITAL SERVICES	PILOT LIGHTERS FOR CENTRAL KITCHEN	NUTRITION SERVICES DEPARTMENT	13	102.27

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## Includes Purchase Orders dated 06/15/2021 - 07/14/2021 \*\*\*

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P21-03706	AMAZON CAPITAL SERVICES	DHH PROGRAM MTRLS	SPECIAL EDUCATION DEPARTMENT	01	325.80
P21-03707	AMAZON CAPITAL SERVICES	CALMING KITS	ETHEL I. BAKER ELEMENTARY	01	4,086.13
P21-03708	TROXELL COMMUNICATIONS INC	PROJECTORS	EDWARD KEMBLE ELEMENTARY	01	7,490.70
P21-03709	Borenson and Associates, Inc.	Hands-On Equations	YOUTH DEVELOPMENT	01	3,619.64
P21-03710	SCUSD - US BANK CAL CARD	RECONCILIATION FOR INADVERTENT CHARGE-PETTY CASH	NUTRITION SERVICES DEPARTMENT	01	389.62
P21-03711	MONOPRICE INC	DHH PROGRAM MTRLS	SPECIAL EDUCATION DEPARTMENT	01	167.48
P21-03712	Editate Inc.	PROMPT SUBSCRIPTION	HIRAM W. JOHNSON HIGH SCHOOL	01	1,500.00
P21-03713	RENAISSANCE LEARNING INC	SUBSCRIPTION FOR DIGITAL PUBLISHING	JOHN D SLOAT BASIC ELEMENTARY	01	7,276.00
P21-03714	AMAZON CAPITAL SERVICES	RADIO EARPHONES	HIRAM W. JOHNSON HIGH SCHOOL	01	443.89
P21-03715	OFFICE DEPOT	Summer Office Depot Order 2	YOUTH DEVELOPMENT	01	4,443.22
P21-03716	ACTENVIRO	After Close (TREAT AS CONFIRMING HAZMAT REMOVAL)	C. K. McCLATCHY HIGH SCHOOL	01	1,193.23
P21-03717	AMAZON CAPITAL SERVICES	Summer Amazon order 2	YOUTH DEVELOPMENT	01	3,753.20
P21-03718	SCUSD - US BANK CAL CARD	PAID on Mel's calcard - COVID-19 TESTING CARTS	HEALTH SERVICES	01	3,897.20
P21-03719	CALIFORNIA DEPT OF GENERAL SERVICES	0525-434 JFK CORE FINAL DSA FEE - REVISED	FACILITIES SUPPORT SERVICES	21	6,369.01
P21-03720	THE HOME DEPOT PRO	After Close	FACILITIES MAINTENANCE	01	21,767.19
				01	1,652.78
P21-03721	ACADEMIC AFFAIRS YOUR GRADUATION SUPPLY	Confirming - GRADUATION PRODUCTS	CAPITAL CITY SCHOOL	01	3,902.16
P21-03722	TREERING CORPORATION	STUDENT YEAR BOOKS	SUSAN B. ANTHONY ELEMENTARY	01	7,936.13
P21-03723	HOUGHTON MIFFLIN HARCOURT	Amira add on Summer	YOUTH DEVELOPMENT	01	11,680.00
P21-03724	AZTEC SOFTWARE ASSOCIATES INC	After Close - AZTEC SOFTWARE - ABE/HSE	ADULT EDUCATION/SKILL CTR.	11	11,850.00
P21-03725	THE COLLEGE BOARD AP EXAMS	After Close	GIFTED AND TALENTED EDUCATION	01	2,071.00
P21-03726	BURLINGTON ENGLISH INC	After Close - ELA&EL CIVICS - BURLINGTON ENGLISH	ADULT EDUCATION/SKILL CTR.	11	17,280.00
P21-03727	AIRGAS NCN	M&O 5TH STREET FENCE MATERIALS	FACILITIES MAINTENANCE	01	4,359.17
P21-03728	AMAZON CAPITAL SERVICES	EAR PHONES FORSTUDENT COMPUTERS WHEN TESTING	PETER BURNETT ELEMENTARY	01	4,698.64
P21-03729	THE COLLEGE BOARD AP EXAMS	After Close	GIFTED AND TALENTED EDUCATION	01	275,071.00

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**Includes Purchase Orders dated 06/15/2021 - 07/14/2021 \*\*\***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P21-03730	CDW GOVERNMENT	TECHNOLOGY FOR STAFF (MANPREET/GLENNIE/ANDR EA)	YOUTH DEVELOPMENT	01	6,289.71
P21-03731	DUNN EDWARDS PAINTS	M&O 5TH STREET FENCE MATERIALS	FACILITIES MAINTENANCE	01	1,759.28
P21-03732	DEL PASO PIPE & STEEL	M&O 5TH STREET FENCE MATERIALS	FACILITIES MAINTENANCE	01	11,290.86
				01	789.53
P21-03733	TREETOP PRODUCTS	After Close - Outdoor Classroom tables/benches	JOHN MORSE THERAPEUTIC	01	7,617.42
P21-03734	GINA & JOSHN NELSON	FEDERAL PROPORTIONATE SHARE	SPECIAL EDUCATION DEPARTMENT	01	1,380.22
P21-03735	MELISSA ERICSON	FEDERAL PROPORTIONATE SHARE	SPECIAL EDUCATION DEPARTMENT	01	1,380.22
P21-03736	DEVEREUX GLENHOLME SCHOOL	RESIDENTIAL TREATMENT CENTER	SPECIAL EDUCATION DEPARTMENT	01	1,739.17
P21-03737	CLASSIC AWARDS AND PROMOTIONS	After Close	HUMAN RESOURCE SERVICES	01	7,782.00
P21-03738	AIRCO MECHANICAL INC	COVID - HVAC REPAIRS AT JFK	FACILITIES MAINTENANCE	01	28,054.69
P21-03739	ADD SOME CLASS	AFTER CLOSE	BUILDINGS & GROUNDS/OPERATIONS	01	24,111.25
P21-03740	EAN SERVICES LLC	COVID-19 RENTAL OF VEHICLES	FACILITIES MAINTENANCE	01	17,315.41
P21-03741	INDOOR ENVIRONMENTAL SERVICES FAMAND INC	COVID - HVAC REPAIRS AT GW CARVER	FACILITIES MAINTENANCE	01	11,346.55
P21-03742	JOHNSON CONTROLS INC	COVID - HVAC SYSTEMS MEET AB841 STANDARDS	FACILITIES MAINTENANCE	01	93,984.00
P21-03743	INTECH MECHANICAL COMPANY	COVID - HVAC REPAIRS AT LEONARDO DA VINCI	FACILITIES MAINTENANCE	01	2,724.26
P21-03744	DISABILITY RIGHTS OF CA	SPECIAL ED LEGAL FEES	ADMIN-LEGAL COUNSEL	01	15,000.00
P21-03745	EDUCATION WEEK	Education Week Digital Subscription FY 20-21	ENROLLMENT CENTER	01	210.00
P22-00001	LIBERTY PLUGINS INC	SERVER ACCESS FEE CODE FOR ELECTRIC CHARGERS	SERNA CENTER	01	648.00
P22-00002	MSI MECHANICAL SYS	COVID - HVAC UNITS FOR CALEB GREENWOOD	FACILITIES MAINTENANCE	01	37,270.00
P22-00003	AAA GARMENTS & LETTERING INC	UNIFORM SHIRTS FOR NS WAREHOUSE WORKERS	NUTRITION SERVICES DEPARTMENT	13	3,815.83
P22-00004	TRIMARK ECONOMY RESTAURANT FIX TURES	3-COMP SINK FOR PACIFIC ELEM KITCHEN	NUTRITION SERVICES DEPARTMENT	13	5,159.07
P22-00005	STAPLES (Corporate Office)	METAL CART FOR CENTRAL KITCHEN OFFICE	NUTRITION SERVICES DEPARTMENT	13	4,947.79
P22-00006	STAPLES (Corporate Office)	CREDENZA FOR CENTRAL KITCHEN ADMIN LOBBY	NUTRITION SERVICES DEPARTMENT	13	2,190.44
P22-00007	JORGE DIAZ dba IMPACT SIGN EFX	NUTRITION WAREHOUSE RECEIVING DOCK SIGNAGE	NUTRITION SERVICES DEPARTMENT	13	3,006.65
P22-00008	CONTINUING EDUCATION OF THE BA R	WRONGFUL EMPLOYMENT TERMINATION	ADMIN-LEGAL COUNSEL	01	332.83

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## Includes Purchase Orders dated 06/15/2021 - 07/14/2021 \*\*\*

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P22-00009	ILLUMINATE EDUCATION INC	ILLUMINATE ED - RENEWAL 21/22 - YEAR 1 OF 3	STRATEGY & CONTINUOUS IMPRVMNT	01	258,517.76
P22-00010	SCUSD - US BANK CAL CARD	CAL CARD FOR APRIL - ELIZABETH RAMOS	HEALTH PROFESSIONS HIGH SCHOOL	01	381.75
P22-00011	SCUSD - US BANK CAL CARD	CAL CARD FOR MAY - ELIZABETH RAMOS	HEALTH PROFESSIONS HIGH SCHOOL	01	957.49
P22-00012	3 Heads, Inc.	RECRUITMENT/MARKETING INVOICE	HEALTH PROFESSIONS HIGH SCHOOL	01	4,667.00
P22-00013	HANNIBAL'S CATERING	CATERING INVOICES	HEALTH PROFESSIONS HIGH SCHOOL	01	1,249.57
P22-00014	LITERACY RESOURCES INC	HEGGERTY Phonemic Awareness support	SUSAN B. ANTHONY ELEMENTARY	01	133.70
P22-00015	OFFICE DEPOT	OFFICE DEPOT ORDER FOR MR PAZ	AMERICAN LEGION HIGH SCHOOL	01	199.53
P22-00016	DREAMBOX LEARNING INC	DREAMBOX LEARNING PROGRAM	JAMES W MARSHALL ELEMENTARY	01	10,500.00
P22-00017	LIFETOUCH NATIONAL SCHOOL STUD	YEARBOOKS -CONFIRMING	HEALTH PROFESSIONS HIGH SCHOOL	01	4,263.58
P22-00018	ABE JANITORIAL SUPPLY	REPLACEMENT BRUSHES FOR AUTO SCRUBBER AT CK	NUTRITION SERVICES DEPARTMENT	13	651.41
P22-00019	PACIFIC OFFICE AUTOMATION	Riso Machine	ELDER CREEK ELEMENTARY SCHOOL	01	232.73
P22-00020	OFFICE DEPOT	OFFICE ASSISTANT-CHAIR	ADMIN-LEGAL COUNSEL	01	288.18
P22-00021	BOOKS EN MORE	SPED BOOKS PAZ	AMERICAN LEGION HIGH SCHOOL	01	712.20
P22-00022	COOLE SCHOOL	STUDENT PLANNERS/AGENDAS FOR STUDENT USE SY 21-22	WILL C. WOOD MIDDLE SCHOOL	01	3,294.88
P22-00023	ELECTRICK MOTORSPORTS	REPLACEMENT PART FOR CART	WILL C. WOOD MIDDLE SCHOOL	01	86.08
P22-00024	PACIFIC OFFICE AUTOMATION	RISO MAINTENANCE AGREEMENT	ABRAHAM LINCOLN ELEMENTARY	01	100.00
P22-00025	COMPLETE BUSINESS SYSTEMS	DUPLO DUPLICATOR SERVICE AGREEMENT	ABRAHAM LINCOLN ELEMENTARY	01	750.00
P22-00026	DIPIETRO AND ASSOCIATES INC	21-22 AED MAINTAINANCE	HEALTH SERVICES	01	9,600.00
P22-00027	CDW GOVERNMENT	Monitors for Enrollment Center Staff	ENROLLMENT CENTER	01	2,241.15
P22-00028	CDW GOVERNMENT	WIRELESS PHONE/HEADSET OFFICE	HEALTH PROFESSIONS HIGH SCHOOL	01	1,001.73
P22-00029	CDW GOVERNMENT	COMPUTER FOR LEGAL/SAFE SCHOOLS ASSISTANT	ADMIN-LEGAL COUNSEL	01	1,353.06
P22-00030	CDW GOVERNMENT	PRINTER/CARTRIDGES FOR CENTRAL KITCHEN ADMIN	NUTRITION SERVICES DEPARTMENT	13	800.40
P22-00031	COUNCIL ON OCCUPATIONAL EDUCATION	ANNUAL MEMBERSHIP DUES - COE ACCREDITATION	NEW SKILLS & BUSINESS ED. CTR	11	3,995.00
P22-00032	HERFF JONES INC	2021 DIPLOMA 4 INVOICES	ROSEMONT HIGH SCHOOL	01	1,586.27

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**Includes Purchase Orders dated 06/15/2021 - 07/14/2021 \*\*\***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P22-00033	FRONTLINE TECHNOLOGIES GROUP LLC	21-22 COVID SCREENING & CONTACT TRACING SOFTWARE	HEALTH SERVICES	01	78,609.29
P22-00034	AMAZON CAPITAL SERVICES	MULTIPURPOSE PRESENTATION CART	SUSAN B. ANTHONY ELEMENTARY	01	1,152.80
P22-00035	CASCADE ROCK INC	PRYDE - SOIL MIX FOR BASEBALL FIELD	LUTHER BURBANK HIGH SCHOOL	01	1,152.75
P22-00036	TOUCHLINE SOFTWARE	TOUCHLINE SOFTWARE 21/22	STUDENT SUPPORT AND FAMILY SER	01	385.00
P22-00037	BENSON FENCE CO	PRYDE -FENCE INSTALLATION - BASEBALLFIELD	LUTHER BURBANK HIGH SCHOOL	01	1,235.00
P22-00038	GARY BYRDSONG	REIMB 2104 FOR RIDE-ON ROLLER RENTAL	LUTHER BURBANK HIGH SCHOOL	01	534.83
P22-00040	AVANT ASSESSMENT LLC	Hmong Language Assessment	SUSAN B. ANTHONY ELEMENTARY	01	996.15
P22-00041	WARDS NATURAL SCIENCE ESTABLIS HMENT INC	SCIENCE SUPPLIES	ROSEMONT HIGH SCHOOL	01	4,031.55
P22-00042	BLICK ART MATERIALS LLC	CLASSROOM SUPPLIES	ROSEMONT HIGH SCHOOL	01	648.07
P22-00043	SEE LOR	HMONG CLASSROOM LIBRARY	SUSAN B. ANTHONY ELEMENTARY	01	2,685.00
P22-00044	HOUGHTON MIFFLIN HARCOURT	Amira Suite Software for ELA Assessment support	SUSAN B. ANTHONY ELEMENTARY	01	45,425.00
P22-00045	JAMES STANFIELD CO. VIP #X803	JOBSMART PROGRAM	HIRAM W. JOHNSON HIGH SCHOOL	01	2,156.70
P22-00046	SAINT PAUL PUBLIC SCHOOLS	Books for Hmong Immersion library	SUSAN B. ANTHONY ELEMENTARY	01	4,763.09
P22-00047	ILLUMINATE EDUCATION INC	FASTBRIDGE ADAPTIVE TESTING CURR MEASUREMENT	HIRAM W. JOHNSON HIGH SCHOOL	01	19,476.00
P22-00048	JOHNSON CONTROLS INC	COVID - HVAC UNIT FOR EARL WARREN	FACILITIES MAINTENANCE	01	168,316.00
P22-00049	AMAZON CAPITAL SERVICES	DOCKING STATION FOR V. HARRIS	CONTINUOUS IMPRVMT & ACNTBLTY	01	271.66
P22-00050	EXCEL PHOTOGRAPHERS	STUDENT ID BADGES (WILL C. WOOD)	CONTINUOUS IMPRVMT & ACNTBLTY	01	918.75
P22-00051	DEMCO INC	FY 21-22 - DEMCO LIBRARY SUPPLIES	KIT CARSON INTL ACADEMY	01	146.30
P22-00052	BUNZL DISTRIBUTION CA LLC	FOOD PACKAGING/STORAGE FOR CENTRAL KITCHEN	NUTRITION SERVICES DEPARTMENT	13	1,588.95
P22-00053	HOME CAMPUS	ATHLETIC CLEARANCE PROG	LUTHER BURBANK HIGH SCHOOL	01	1,169.61
<b>Total Number of POs</b>			<b>514</b>	<b>Total</b>	<b>19,626,967.07</b>

**Fund Recap**

Fund	Description	PO Count	Amount
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Includes Purchase Orders dated 06/15/2021 - 07/14/2021 \*\*\*

Fund Recap

Fund	Description	PO Count	Amount
01	General Fund	43	2,223,208.12
11	Adult Education	2	29,130.00
13	Cafeteria	1	102.27
21	Building Fund	1	6,369.01
25	Developer Fees	2	9,482.16
<b>Total Fiscal Year 2021</b>			<b>2,268,291.56</b>
01	General Fund	359	10,515,014.06
11	Adult Education	25	108,545.00
12	Child Development	20	111,860.00
13	Cafeteria	69	1,297,064.13
21	Building Fund	5	35,722.48
25	Developer Fees	2	62,469.84
67	Self Insurance	5	5,228,000.00
<b>Total Fiscal Year 2022</b>			<b>17,358,675.51</b>
<b>Total</b>			<b>19,626,967.07</b>

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Includes Purchase Orders dated 06/15/2021 - 07/14/2021 \*\*\*

## PO Changes

	<u>New PO Amount</u>	<u>Fund/ Object</u>	<u>Description</u>	<u>Change Amount</u>
B21-00089	186,617.55	13-4710	Cafeteria/Food	7,451.51-
B21-00115	87,969.42	13-4710	Cafeteria/Food	14,185.42
B21-00144	6,431.62	01-4320	General Fund/Non-Instructional Materials/Su	1,535.54
B21-00158	6,636.78	01-4320	General Fund/Non-Instructional Materials/Su	2,500.00
B21-00160	18,621.03	01-4320	General Fund/Non-Instructional Materials/Su	2,000.00
B21-00266	8,503.39	01-5800	General Fund/Other Contractual Expenses	3,000.00
B21-00331	13,535.34	01-5690	General Fund/Other Contracts, Rents, Leases	1,000.00
B21-00347	7,832.49	01-5800	General Fund/Other Contractual Expenses	9,725.00
B21-00409	18,000.00	13-5690	Cafeteria/Other Contracts, Rents, Leases	1,500.00
B21-00418	23,524.40	01-4320	General Fund/Non-Instructional Materials/Su	4,000.00
B21-00420	16,637.16	01-4320	General Fund/Non-Instructional Materials/Su	2,000.00
B21-00421	11,595.75	01-4320	General Fund/Non-Instructional Materials/Su	1,012.14
B21-00422	28,008.79	01-4320	General Fund/Non-Instructional Materials/Su	3,036.40
B21-00423	31,560.00	01-4320	General Fund/Non-Instructional Materials/Su	560.00
B21-00425	11,120.82	01-4320	General Fund/Non-Instructional Materials/Su	2,290.09
B21-00426	19,273.82	01-4320	General Fund/Non-Instructional Materials/Su	1,000.00
B21-00593	28,897.98	01-4320	General Fund/Non-Instructional Materials/Su	8,453.42
B21-00671	72,566.40	13-4710	Cafeteria/Food	8,817.60
B21-00730	137,779.20	13-4710	Cafeteria/Food	57,408.00
B21-00737	1,736.00	01-5800	General Fund/Other Contractual Expenses	532.00
B21-00741	13,638.44	13-4710	Cafeteria/Food	1,261.89
CHB21-00410	31,405.44	01-4310	General Fund/Instructional Materials/Suppli	2,748.09
CS21-00099	13,125.00	01-5800	General Fund/Other Contractual Expenses	2,500.00
CS21-00171	5,000.00	01-5800	General Fund/Other Contractual Expenses	6,000.00-
CS21-00261	35,903.00	01-5800	General Fund/Other Contractual Expenses	5,000.00
CS21-00262	6,000.00	01-5800	General Fund/Other Contractual Expenses	.00
P21-00938	62,655.25	01-6490	General Fund/Equipment over \$5,000	4,980.75
P21-01422	49,861.57	09-4210	Charter School/Other Books-General	9,832.43
P21-02649	226.31	09-4310	Charter School/Instructional Materials/Suppli	36.54
P21-03024	1,406.96	01-4410	General Fund/Equipment \$500 - \$4,999	.00
P21-03348	1,843.31	01-4410	General Fund/Equipment \$500 - \$4,999	98.50-
P21-03606	2,732.96	01-4310	General Fund/Instructional Materials/Suppli	2,143.83-
P21-03656	7,284.91	01-4310	General Fund/Instructional Materials/Suppli	2,843.01-
P21-03666	25,090.50	01-4310	General Fund/Instructional Materials/Suppli	4,028.00
TB21-00051	16,198.20	01-4110	General Fund/Approved Textbooks/Core Curric	26.59-
TB21-00067	513.47	01-4110	General Fund/Approved Textbooks/Core Curric	36.22-
<b>Total PO Changes</b>				<b>136,343.65</b>

Information is further limited to: (Minimum Amount = (999,999.99))

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

ESCAPE ONLINE

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